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IDENTIFIERS	*Texas

ABSTRACT

Developed by the TECHlinx Workforce Education Clearinghouse project, this catalog is designed to assist work force educators in identifying and acquiring materials related to their information needs. Many of the listed resources are available directly from TECHlinx; some may be obtained from other clearinghouses, publishers, agencies, and organizations. Resources in the TECHlinx clearinghouse include Perkins-funded projects, reports, bibliographies, journal articles, periodicals, curriculum guides, manuals, and others. Materials are listed alphabetically by title. A subject index to titles appears first. The alphabetical guide to resources follows. Each entry provides the full title, author, place and date of publication, a description of the item, and ordering information. Other contents are as follows: a listing of journals and newsletters that provides title, editors, publishers, description, and ordering information; 34-item annotated bibliography for the TECHlinx lending library; TECHlinx order forms; search request forms; and information on how to access the TECHlinx website. Representative subjects include the following: agriculture; career counseling; career development; curriculum development; dropout prevention and retention; equity; health; human services programs; integrated education; professional development; school-to-work, apprenticeships, partnerships; skill standards; special needs; tech prep; technology programs; and work force development. (YLB)

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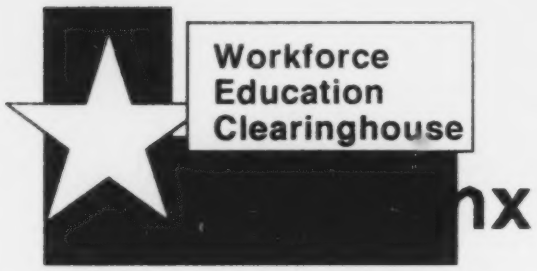

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Resource Catalog

TECHlinx Workforce Education Clearinghouse

December 1996

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A Guide to Resources

Volume I, number 2
December 1996

TECHlinx Workforce Education Clearinghouse

Participating Institutions

Amarillo College
Austin Community College
Del Mar College
Tyler Junior College

Credits

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Introduction

Preparing Texans for the changing world of work has never been as exciting and challenging as it is today. Workforce educators must keep pace with technological developments and changing employer demands. Access to high quality resources and up-to-date information can contribute to the successful development of programs and partnerships.

The TECHlinx Workforce Education Clearinghouse was established to meet the research needs of workforce educators by providing expert assistance in navigating the maze of available print and electronic resources. Our mission is to promote the effective development of the Texas workforce by linking individuals and institutions to materials and resources focused on workforce education.

TECHlinx offers a variety of no-cost and low-cost products and services to individuals and institutions committed to the improvement of workforce education and workforce development in Texas. High school and postsecondary counselors, faculty, and administrators will find numerous useful materials in our clearinghouse, as will researchers, librarians, trainers, and other professionals from government, business, and industry.

This catalog is designed to assist users in identifying and acquiring materials related to their information needs. Many of the listed resources are available directly from TECHlinx; some may be obtained from other clearinghouses, publishers, agencies, and organizations. This resource catalog is not exhaustive. The TECHlinx staff has attempted to select the most current and useful materials related to workforce education and development in the state of Texas. For a more comprehensive and up-to-date listing of resources, view the TECHlinx Internet site at *http://www.techlinx.org/techlinx*. Instructions for accessing the web site are given at the end of the catalog.

★★★★★★★

The materials included in this guide to resources are listed alphabetically by title. A subject index to titles begins on page 1. Each entry in the guide provides the full title, author, place and date of publication, a description of the item, and ordering information. Whenever an item is available through another organization, we have given the most current information available for ordering it.

Resources in the TECHlinx clearinghouse include Perkins funded projects, reports, bibliographies, journal articles, periodicals, curriculum guides, manuals, and more. If other materials exist that you would like us to include, contact the clearinghouse at (512) 223-8402 or via email at *techlinx@austin.cc.tx.us*.

★★★★★★★

TECHlinx represents a collaboration between Austin Community College, Amarillo College, Del Mar College, and Tyler Junior College. The TECHlinx Workforce Education Clearinghouse is a Texas State Leadership Project funded by the Texas Higher Education Coordinating Board.

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agriculture

2+2 Articulated Curriculum for Agricultural Occupations: How-to-Manual

2+2 Articulated Curriculum for Agricultural Occupations: Second Year Final Report, 1991

2+2 in Agricultural Technologies: Final Report, 1992

An Assessment of the Preparation and the Importance of Professional Competencies by Agricultural Science Teachers and their Immediate Supervisors in Texas

Factors Related to the Academic Success of Community College Agricultural Students who Transfer to Four-Year Institutions

Northeast Texas Agricultural Literacy Network: A-Lit-Net: A Rural College Partnership Project: Final Report

career centers

Career Information Hotline

Career Resource Centers

Defense/Military Transition Occupational Opportunity Center (Project Transition): Information for Advisory Council

career counseling

A Career Assessment and Intervention Program for At-Risk Youth in an Alternative High School

Advisor's Guide for Vocational and Technical Programs

Career guidance and counseling: Recent legislation

Career Student Personalized Portfolio Assessment

Counseling Culturally Different Students in the Community College

Counseling in Technical and Vocational Education: The Teamwork Approach

Counselor Role and Educational Change: Planning, Integration, and Basic Skills

Counselor's Tech Prep Professional Development Workshop

Exemplary Career Guidance Programs: Investing in the Future

Ohio's Community and Technical Colleges are Powerful Partners in Developing Tech Prep Associate Degree Programs

Professional Development for Community College Career Counselors, 1995

Professional Development for Community College Career Counselors: End of Project Report, 1994

Professional Development for Community College Career Counselors: End of Year Report, 1993

Professional Development Management Project: Professional Development Management Institute in Career Counseling

Professional Improvement Assessment Project: A Summary Report of Professional Improvement Needs of Postsecondary Career Counselors

School-to-Work Transition: Resources for Counseling

Shared Counselor Partnership Tool Kit

System of Success for At-Risk Students: Counseling Guidebook

System of Success for At-Risk Students: Instructional Guidebook

The Role of the School Counselor

The School Counselor and School-to-Work Transition: A Career Development Initiative

career development

A Multi-District Approach to Career Planning, Recruiting, and Promoting Career and Technology

Adults in Career Transition

American Careers

At Your Service

Balancing Work and Family Life

Business and Education Transition Alliance (BETA): Opening Doors to Career Opportunities for At-Risk Youth

Career Development Through Self-Renewal

Career Success: Are You on Target?

Employee Career Development Program Guide

Employee Career Development Reference Guide

Exemplary Career Guidance Programs: What Should They Look Like?

Get a Life School-to-Work Transition Planner

Implementing the National Career Development Guidelines in Texas

Improved Career Decision Making in a Changing World

Job Search Methods

Job Training Versus Career Development: What is Voc Ed's Role?

Life Work Portfolio

National Career Development Guidelines

Perceived Motivational Factors in the Selection of Occupational therapy as a Second Career and Special Needs of the Second Career Student

Strategies for Implementing the National Career Development Guidelines

The Score System: Final Report, 1995

career education

Career academies: Educating urban students for career success

Career Education and Applied Academics

Career Education For A Global Economy

Career Education Revisited: Implications for the 1990s

Legislative Principles for Career-Related Education and Training: What Research Supports

Multicultural Career Education And Development

School Climate in Emerging Career-Oriented Programs: Students' Perspectives

The Role of Mentoring in Career Education

career information systems

Computer-Based Career Information Systems

Computers and Career Guidance: Ride the Rising Tide

Get a Life: A Personal Planning Portfolio for Career Development

Socrates Tutorials

Texas C.A.R.E.S. (The Career Alternative Resource Exploration System)

Texas C.A.R.E.S. System Highlights

The RESCUE System 1995: Case Scenarios

The RESCUE System 1995: Reference Guide

curriculum development/dacum

-- see also agriculture programs

-- see also health programs

-- see also human services programs

-- see also office technology programs

-- see also technology programs

A Texas Workforce for the 21st Century: Integrating Basic Skills into the Vo-Tech Curriculum

Advanced Skills Curriculum Development, Supplemental Tech Prep Grant: Final Report, 1992-1993

College Mathematics Revitalized for Engineering Technology: Curriculum Guide for First--Year Mathematics

College Mathematics Revitalized for Engineering Technology: Final Report, 1990

Community College General Academic Course Guide Manual

DACUM and Tech Prep: Dynamic Duo

DACUM: A Proven and Powerful Approach to Occupational Analysis

English as a Second Language: Curriculum Guidelines

English for Specific Purposes: Building a Curricular Bridge between English as a Second Language and Vocational/Business Office Systems: Final Report, 1993

English for Specific Purposes: Language Adjunct for Business Writing Skills – Office Systems Technology 1033: Student Text

English for Specific Purposes: Language Adjunct for Business Writing Skills' – Office Systems Technology 1033: Instructor's Manual

English for Specific Purposes: Language Adjunct for Introduction to Business- Business Management 1013: Instructor's Manual

English for Specific Purposes: Language Adjunct for Introduction to Business- Business Management 1013: Student Text

Integrated Lesson Plans

Intermediate / College Algebra Applied Methodologies & Accelerated learning: Applied Algebra Curriculum Modules

Intermediate / College Algebra Applied Methodologies & Accelerated Learning: Final Report, 1995

Intermediate / College Algebra Applied Methodologies & Accelerated learning: Mathematics Applied Methodology: Final Report, 1996

Is Vocational Education Still Necessary?

Lesson Plans for Integrating Workplace Skills into the Classroom

Lesson Plans for Integrating Workplace Skills into the English Language Arts Curriculum

Locating Vocational Education Curriculum and Instructional Materials

Model Multimedia Center Project

North Texas Tech-Prep Consortium: Peripheral Materials

Real World Lessons in a Classroom: Workplace Competencies in Biology

Real World Lessons in a Classroom: Workplace Competencies in Business Communication

Real World Lessons in a Classroom: Workplace Competencies in Computer Literacy

Real World Lessons in a Classroom: Workplace Competencies in English

Real World Lessons in a Classroom: Workplace Competencies in Mathematics

Realtime Caption Reporting Curriculum Development--Year Two: Final Report, 1993

Realtime Training: Refinement / Implementation / Marketing: Final Report, 1994

Reconstructing Urban Schools with Work-Centered Education (also contains the Reprint Series document entitled "To Market, To Market . . . Too Soon?")

SCID: Model for Effective Instructional Development

dropout prevention/retention

A Program Evaluation of Project GRADS: A Dropout Prevention Program

Pathways to Retention: Final Report, 1995

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Promising Practices in the State of Florida for Dropout Prevention and Transition for Students with Special Needs

Statewide Dropout Prevention Database: What's Happening in Florida

Study of Minority and Women Recruitment and Retention Program

The Lifelong Options Program: A Handbook for Implementing and Managing a Vocational Education Program for Youth at Risk

Vocational Education's Role In Dropout Prevention

emerging and targeted occupations

1995 Regional Targeted Occupations for Texas

1995 State Priority & Regional Targeted Occupations for Texas

Careers for the 21st Century

Discovering Your Future: Industry & Occupation Projections to the Year 2000

Texas Emerging and Evolving Occupations: Final Report

The High-Tech Surge. Focus on Careers.

equity

Access and Equity 2000: The Texas Educational Opportunity Plan for Public Higher Education, September 1994 through August 2000

An Equity Model Projects Teleconference

Career Development and Planning for Single Parents and Displaced Homemakers, Based on the National Career Development Competencies

Improving Sex Equity in Postsecondary Vocational / Technical Programs: A Resource Manual

Improving Sex Equity: Final Report

Influence of Computer Literacy upon Re-entry Women in Office Systems and Office Technology Classes (Women Students)

Project Access: Women Helping Women

Project Leeway for Single Parents: Final Report, 1995

Project Leeway Steps to Success: Project Manual

Search Guidelines to Enhance Diversity

Students Investing in Success Together through Education, Responsibility, and Self-determination (SISTERS): Project Manual

Study of Minority and Women Recruitment and Retention Program

Women and Entrepreneurship

Women in Skilled Trades, WIST: Project Manual

Women in Skilled Trades: WIST Curriculum Guide

Women in Technology Project Opportunity: Final Report, 1994

general

A Comparison of Institutional Goal Priorities Among Students, Faculty, Administrators, and Advisory Board Members at a Texas Public Postsecondary Institution

A Learning College for the 21st Century

A Study of Faculty Needs in Texas: 1991-2008

An Exploratory Factor Analytical Assessment of Community College Students Attitudes toward Technology

Cognitive Effects of Community Colleges & Four-Year Colleges

Demystifying the Internet and Untangling the Web

Distance Education

Distance Learning , the Internet, and the World Wide Web

Education for all Aspects of the Industry

Emerging Technologies

Enrollment Forecasts 1995-2010: Texas Institutions of Higher Education, Study Paper 27

Funding Formulas and Elements of Institutional Cost: Texas Public Institutions of Higher Education, Fiscal Years 1996-1997: Volume 2: Community Colleges, Texas State Technical College System, Lamar Institute, Lamar-Orange, and Lamar-Port Arthur

Home Economics by any Other Name

Inside Track to the Future: Strategies, Structures, and Leadership for Change

Instructional Telecommunications in Texas Higher Education : A Progress Report to the 74th Legislature in Response to SCR 66 of the 73rd Legislature

Is Vocational Education Still Necessary?

Key Issues in Vocational Education: Tip Sheet for Education Writers

Master Plan for Texas Higher Education

Multicultural Education and the Vocational/Technical Student

New Thinking for a New Century

North Texas Services Directory, 1994-1995

Secondary School Principals Set Plan for High School Renewal

Strategic plan for Texas Public Community Colleges: 1995-1999

Student Perspectives on Career-Oriented Programs: A Commentary on the Research

The Learning Paradigm

The New Vocationalism in Urban School Reform

The Role of the Urban Community College in Educational Reform

The Role of Vocational Education in Restructured Schools (National Satellite Teleconference)

The Vocational Instructor's Survival Guide

To Establish the Bonds of Common Purpose and Mutual Enjoyment

Total Quality Management: Application in Vocational Education

Vocational Teacher Education: At a Crossroads

Work-Based Learning in Two-Year Colleges in the United States

health

2+2 Articulated Curriculum for Health Occupations: A Basic Course Outline (College Freshmen) for Nursing

2+2 Articulated Curriculum for Health Occupations: A Basic Course Outline (College Sophomores) for Nursing

2+2 Articulated Curriculum for Health Occupations: A Basic Course Outline for Health Careers I, Nursing (Grade 11)

2+2 Articulated Curriculum for Health Occupations: A Basic Course Outline for Health Careers II, Nursing (Grade 12)

2+2 Articulated Curriculum for Health Occupations: How-to-Manual

A Comparative Study of a Tech Prep Initiative in Nurse Aide Training in the Central United States

A Statewide Faculty Development Program for Community College Associate Degree and Other Nursing Educators: Final Report, 1992

Allied Health Review

Assessment of Competency-Based Instruction in Mental Health Technology: Executive Summary

Assessment of Competency-Based Instruction in Mental Health Technology: Final Report, 1995

Clinical Evaluation of Health Occupations Students

Effective Strategies in Student Retention and Dismissal for Nursing Faculty

Guidelines for Health Education/Health Promotion Degree Programs in Texas

Meeting the Personnel Needs of the Health Care Industry through Vocational Education Programs: A Study of the San Francisco Bay Area

Multi-Skilled Health Practitioner Project: A Model Program & Demonstration Project to Improve Health Care Delivery in the Frontier Areas of West Texas: Final Report, 1992

Multi-Skilled Health Practitioner Project: Module A, Study Guide and Evaluation Tool for Commonalities of Practice

Multi-Skilled Health Practitioner Project: Module B, Study Guide and Clinical Evaluation Tool for Medical Laboratory Skills

Multi-Skilled Health Practitioner Project: Module C, Study Guide and Clinical Evaluation Tool for Selected Radiologic Skills

Perceived Motivational Factors in the Selection of Occupational therapy as a Second Career and Special Needs of the Second Career Student

Respiratory Care and Radiological Sciences Articulation and Collaboration, Developing New Pathways Between Two-Year Colleges and Four-Year Universities: Project Overview, Model Degree Plan with Recommended Courses

Rural Health Occupations Model Project: Final Report, 1994

Teaching Techniques for Nursing Faculty

The Impact of Health Care Reform on Texas Academic Health Centers

human services programs

2+2 Tech Prep Early Childhood Professions Advanced Specialty Curriculum Guide for Postsecondary Colleges

2+2 Tech Prep Early Childhood Professions I & II Curriculum Guide

2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide

2+2 Tech Prep Early Childhood Professions User's Manual

A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Final Report, 1995

A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Assessment and Care Plan Development

A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Case Management and Intake Interview

A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Implementation, Monitoring, Reassessment, Closure, and Evaluation

Child Development Associate Credential Curriculum and Technical Assistance Project: Final Narrative Report, 1993

Child Development Associate Credential Curriculum and Training Project: Final Report, 1992

Child Development Associate Credential Facilitator's Guide to Active Learning Techniques, 1992

Child Development Associate Credential Facilitators' Guide to Active Learning Techniques, 1993

integrated education

Applied Academics and Curriculum Integration: Teacher Resource Guide

But I've Been Doing This for Years: Informal Integration of Vocational and Academic Education Pilot Test Report

Case by Case

Education Through Occupations

Helping Teachers to Understand Their Roles in Integrating Vocational and Academic Education: A Practitioner's Guide

Integrating Academic And Vocational Education: An Equitable Way To Prepare Middle Level Students For The Future

Integrating Academic and Vocational Education: Strategies for Implementation

Integrating Academic Skills into Voc / Tech Programs: Final Report, 1992

Integrating Basic Skills with Technical / Vocational Instruction: Workshop Participation Handouts

Integrating Science And Math In Vocational Education

Integration Stations: A Guide to Integration of Academic and Vocational Education Project Sites Across the U.S.

Integrative Curriculum: A Comparison of Performance of Vocational-Technical Education Students and Academic Education Students

Laying the Foundation for Integration (National Satellite Teleconference)

Making High Schools Work: Patterns of School Reform and the Integration of Vocational and Academic Education

Models for Academic and Vocational Integration

Multicultural Education and the Vocational/Technical Student

National Roster of Local Practices in the Integration of Vocational and Academic Education

New Directions for Policy on Education for Work

Proceedings for Forum on Integrating Occupational and Academic Education

Research-Based Case Studies: Creating Resources To Assist Teachers in the Integration of Academic and Vocational Education

Restructuring Student Experience Using Tech Prep Mapping to Integrate Vocational and Academic Curriculum

office technology

Business Computer Applications: Curriculum Guide

Business Information Processing: Curriculum Guide

Curriculum for Whole Language Instruction in Office Technology

Identification and Validation of Competencies Essential for Clerical /Secretarial Occupations with Implications for Competency-Based Curriculum Development (Secretarial Occupations)

Microcomputer Applications Curriculum Guide

Office Administration Curriculum Guide

The Office of the Future is Here Today: Are Your Students Ready?

professional development

A Directory of Reported Professional Improvement Activities for Postsecondary Technical/Vocational Personnel

A Statewide Faculty Development Program for Community College Associate Degree and Other Nursing Educators: Final Report, 1992

Adults in the College Classroom

Advisory Committees: Economic Development at the Program Level

An Afternoon of Model Carl Perkins Projects

Competency-Based Instruction: Workshop Participation Handouts

Developing Partnerships: Contract Education

Dreams at Risk

Education: A Case Study Approach

Faculty Development in Community Colleges

First Class Tips for Adjunct Faculty

Institutional Effectiveness and the Classroom

Integrating Basic Skills with Technical / Vocational Instruction: Workshop Participation Handouts

Model Program of Professional Development in Non-gender Teaching Methods

Personnel Development Based on SCANS Research: Final Report, 1995

Personnel Development Based on SCANS Research: Training Guide

Professional Development Management Project: Best Practices for Professional Development Programs

Professional Development Management Project: Innovative Instructional Methodologies

Professional Development Management Project: Integrating Workplace (SCANS) Competencies into the Curriculum

Professional Development Management Project: Professional Development Workshop: A Guide for Effective Use of Advisory Committees, Train-the-Trainer Manual

Professional Development Management Project: Train the Trainer Workshop in Developing a Capstone Course

Professional Development Management Project: WorkCAP: A Work Centered Assessment Process, Train-the-Trainer Workshop

Professional Improvement Assessment Project: A Compilation of Reported Professional Development Activities and Effective Models of Faculty Development for Postsecondary Technical/Vocational Personnel

Professional Improvement Assessment Project: A Summary of Reported Policies and Procedures of Institutional Plans for Faculty Development of Postsecondary Technical/Vocational Personnel

Professional Improvement Assessment Project: Postsecondary Technical/Vocational Personnel Professional Improvement Assessment, Phase I–Year 1

Professional Improvement Assessment Project: Postsecondary Technical/Vocational Personnel Professional Improvement Assessment, Phase II - Year 2

Professional Improvement Assessment Project: Summary Report of Postsecondary Technical/Vocational Personnel Professional Improvement Assessment, Phase I and II

Professional Improvement Assessment Project: Summary Report of Professional Improvement Needs of Administrators of Postsecondary Technical/Vocational Programs

Professional Improvement Assessment Project: Summary Report of Professional Improvement Needs of Faculty of Postsecondary Health Occupations Programs

Recommended System for Joint Professional Development Activities in Texas: A Draft

Recruitment and Retention of Minority Teachers in Vocational Education

Research-Based Case Studies: Creating Resources To Assist Teachers in the Integration of Academic and Vocational Education

Teacher Collaboration in Secondary Schools

The Business/Education Connection in Action: Workshop Handouts

The Toolbox of Resources for Staff Development

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To See with Soft Eyes: Strategies for Teaching & Learning in Cultural Diversity

Using Professional Development to Facilitate Vocational and Academic Education Integration: A Practitioner's Guide

professional development - tech-prep professional development consortium

Tech-Prep Professional Development Consortium, Year I: Applied Methodology and Tech-Prep

Tech-Prep Professional Development Consortium, Year I: Fast Track to the Future

Tech-Prep Professional Development Consortium, Year I: Linking the Classroom to the Workplace

Tech-Prep Professional Development Consortium, Year II: An Active, Integrated High Schools that Work Strategy, Austin, Texas, May 1- 2, 1994

Tech-Prep Professional Development Consortium, Year II: An Active, Integrated Tech - Prep & School-to-Work Conference, Plano, Texas, April 14 - 15, 1994

Tech-Prep Professional Development Consortium, Year II: Linking the Classroom to the Workplace II, Woodville, Texas, November 23, 1993

Tech-Prep Professional Development Consortium, Year II: School-to-Work Transition: Region 3, Lubbock, Texas, April 20, 1994

Tech-Prep Professional Development Consortium, Year II: School-to-Work Transition: Region 8, Houston, Texas, May 10, 1994

Tech-Prep Professional Development Consortium, Year II: TAAS Survival Skills, Mt. Pleasant, Texas, April 28, 1994

Tech-Prep Professional Development Consortium, Year III: Designing Effective Tech Prep Programs Workbook, Waco Texas, March 22, 1995

Tech-Prep Professional Development Consortium, Year III: Lower Rio Grande Tech Prep Spring Conference Workbook, Harlingen Texas, April 25-26, 1995

Tech-Prep Professional Development Consortium, Year III: Second Texas SREB Conference: Best Practices Workbook, Austin Texas, January 19-20, 1995

Tech-Prep Professional Development Consortium, Year III: South Plains Tech Prep Spring Conference Workbook, Lubbock Texas, June 1 -2 1995

Tech-Prep Professional Development Consortium, Year III: Tech Prep in Texas: Best Practices Workbook, Laredo Texas, December 1-2, 1994

Tech-Prep Professional Development Consortium, Year III: Tech Prep Statewide Professional Development, Year III: Final Report for Program Year, July 1994-June 1995

Tech-Prep Professional Development Consortium, Year III: The Role of the Community College in Workforce and Economic Development Workbook, Arlington Texas, April 21, 1995

professional development - total quality management

Total Quality Management: High School/College Course Material

Total Quality Management: "Walk the Talk" Classroom Model

Total Quality Management: "Walk the Talk" Classroom Model Pilot Program

Total Quality Management: "Walk the Talk" Student Responsibility Model: Overview of TQM

Total Quality Management: Program Evaluation: The TQM "Walk the Talk" Student Responsibility Classroom Model

Total Quality Management: Student Responsibility Workshop for Postsecondary Educators

Total Quality Management: The TQM "Walk the Talk" Classroom Model : A Step-by-Step Guide to Implementation in the Classroom.

Total Quality Management: TQM Phase I Workshop

Total Quality Management: Training Module on "Continuous Improvement"

Total Quality Management: Training Module on "Empowerment/Teamwork"

Total Quality Management: Training Module on "Focus on Processes"

Total Quality Management: Training Module on "Focus on the Customer"

Total Quality Management: Training Module on "Overview of TQM"

Total Quality Management: Training Module on "Problem Solving"

Total Quality Management: Training Module on "Statistical Process Control"

school-to-work/apprenticeships/partnerships

A School-to-Work Resource Guide: Focusing on Diversity

Apprenticeship and the Future of the Work Force

Apprenticeship for Adulthood: Preparing Youth for the Future

Business Alliance Conference: El Paso Airport Hilton: February 7, 1995

Business-Education Resource Guide Impacting Curriculum

Cooperative Education as a Strategy for School-to-Work Transition

Developing a Mentor Program for a Partnership Academy

Evaluating Job Training Programs in the United States: Evidence and Explanations

For the Common Good: A Guide for Developing Local Interagency Linkage Teams

Handbook for Mentors

Improving the Transition from School to Work in the United States

In Their Own Words: Student Perspectives on School-to-Work Opportunities

Incorporating a Youth Development Perspective into School-to-Work Systems

Indigenous School-to-Work Programs: Lessons From Cincinnati's Co-op Education

Industry Personnel Training: Cooperative Education

Industry Personnel Training: Registered Apprenticeship

Industry Personnel Training: Student & Teacher Preparedness

Industry Personnel Training: Student Nonpaid Internships

Industry Personnel Training: Student Shadow

Industry Personnel Training: Teacher Shadow

Integrating Reforms Into Your Current System: Case Study From Oregon

JROTC Telecommunications Technology Academy

Learning the Works: Youth Apprenticeship Briefing Book

Learning to Work/Working to Learn

Linking College and Work: Policies and Practices of Exemplary Two-Year College Work-Based Learning Programs

Making Apprenticeships Work

Program Guide: Planning to Meet Career Development Needs, School-to-Work Transition Programs

Real Jobs for Real People: An Employer's Guide to Youth Apprenticeship

Research on School-to-Work Transition Programs in the United States

Revitalizing High Schools: What the School-to-Career Movement Can Contribute

School-to-Work Apprenticeship: Final Report, 1995

School-to-Work Apprenticeship: Interim Project Report

School-to-Work Facts

School-to-Work Hospitality Coordination Project: Final Detailed Report, 1996

School-to-Work Opportunities for Out-of-School Youth

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skill standards - industry based pilot project

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Skill Standards Project: Skill Standards for the Electronics Industry

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Texas Skill Standards and Certification Project: Occupational Profiling Handbook

Texas Skill Standards and Certification Project: Orientation Handbook

Texas Skill Standards and Certification Project: Professional Development Plan

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skill standards/scans

A Practical Guide for Identifying and Using SCANS Competencies in Technical/Occupational Programs

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Competency Exams Student and Instructor Manuals Electronics/Instrumentation Occupations

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Inclusion/Detracking: A Resource Guide

Meeting the Challenge: Assisting Students with Special Needs

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Parents and the School-to-Work Transition of Special Needs Youth

Postsecondary Education Support Services: A Guide for Students with Disabilities

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Selected Resources to Facilitate the Transition of Learners with Special Needs from School-To-Work or Postsecondary Education, Vol. 2

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Success Strategies for Students with Disabilities: A Handbook for Faculty Members at Austin Community College

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Testing Accommodations for Students with Disabilities: Who Said it Had to be Difficult?

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Profiles and Best Practices: Exemplary Vocational Special Populations Programs

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student tracking

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tech-prep

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An Analysis of Perceived Barriers Toward Implementing Tech Prep Programs in the State of Texas

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Attitudes and Recommendations of Horticultural Educators toward Tech Prep Programs in Texas

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Implementing Tech Prep: The Pragmatic View

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-- see also skill standards - industry based pilot project

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The Vocational Education/Entrepreneurship Match

Workforce in Transition--A Blueprint for Adult Career Development and Job Search Training

Workplace Literacy: Lessons from Practice

Title: ***1994-1995 Quality Work Force Planning Guide: A Comprehensive Planning Guide Specially Compiled for Teachers and Counselors and Trainers***
Author: Texas Quality Work Force Planning
Editors: Iverson, D. D., Durham, M.
Date of Publication: October, 1994
Publishers: Austin, Texas: Capital Area Workforce Alliance
Description: This guide is meant to help teachers and trainers adapt their courses to teach the skills needed by employers. It will help counselors advising students about future career paths and inform students about the skills needed to enter and succeed in the world of work. In addition to background information on Quality Work Force Planning, tech-prep, and SCANS (Secretary's Commission on Achieving Necessary Skills) information, the report includes topics such as: key industries and targeted occupations in the capital region, occupational employment information and emerging occupations information, additional occupations information, Texas education and training initiatives, resources in the region, and a guide to resources. Tables supporting all the topics are included. (RR)
Ordering: TLX-475, 121 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***1995 Regional Targeted Occupations for Texas***
Author: Career and Technology Education Division: Texas Education Agency
Editors: Alexander, J., Kinnaman, D.
Date of Publication: February, 1996
Publishers: Austin, Texas: Texas Education Agency
Description: This list provides planners with the best available statewide and local labor market information for use in reviewing existing career and technology education programs and planning new ones with career paths to high-demand, high-skill, and high-wage occupations. It includes lists from all around the state and tables substantiating the findings. View the list of 1996 regional targeted occupations at http://hi-tec.twc.state.us/priority.htm. (RR)
Ordering: TLX-745, 37 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***1995 State Priority & Regional Targeted Occupations for Texas***
Author: Career and Technology Education Division: Texas Education Agency
Editors: Alexander, J., Kinnaman, D.
Date of Publication: June, 1995
Publishers: Austin, Texas: Texas Education Agency
Description: This list provides planners with the best available statewide and local labor market information for use in reviewing existing career and technology education programs and planning new ones with career paths to high-demand, high-skill, and high-wage occupations. It includes lists from all around the state, and tables substantiating the findings. Summary of projections and selected details for occupations are included in the appendices. (RR)
Ordering: TLX-476, 121 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

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Title: ***2+2+2 Electronics Engineering Technology: Curriculum Development Project***
Author: San Antonio College
Editors: Laster, C
Date of Publication: June, 1989
Publishers: San Antonio, Texas: San Antonio College
Description: This guide is a product of the 2+2+2 (secondary, community college, and four-year institutions) articulated curriculum development project for electronics engineering technology. The secondary and postsecondary curriculum includes course plans, course outlines, descriptions, student competencies, and student laboratory instructions. The guide also includes math and general science competencies. The appendices, which are the bulk of the volume, consist of: DACUM (developing a curriculum) charts, validations, equipment lists, list of performance objectives, computer and software recommendations, computerized database recommendations, and charts demonstrating educational levels. (Perkins Grant no.: 99103021) (SR)
Ordering: TLX-40, 250 pages, $14.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***2+2 Articulated Curriculum for Agricultural Occupations: How-to-Manual***
Series: 2+2 Articulated Curriculum for Agricultural Occupations
Author: Northeast Texas Community College
Editors: Foreman, J., Lovelace, B. E., & York, W.
Date of Publication: 1991
Publishers: Mount Pleasant, Texas: Northeast Texas Community College
Description: This manual of the articulated project between secondary and postsecondary schools for agricultural occupations starts with a brief introduction to the project and a needs assessment. It then deals with developing a curriculum, followed by basic course outlines. The section on course outlines includes: objectives, learning activities and events, tools and equipment, physical facilities, instructional materials, competency profiles, student monitoring, and performance exams. Instructor qualifications, staff, student follow-up, articulation agreements, and evaluation are dealt with briefly. The appendices include some definitions and examples of agriculture 2+2 curriculum, e.g., sample duty and task list for agriculture 2+2 programs, secondary to postsecondary flow chart, recommended student prerequisites, sample course outlines, sample reference materials, sample competency profile, and sample articulation agreement. Related product: Second Year Final Report. (Perkins grant no.: 11110011) (SR)
Ordering: TLX-26, 104 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***2+2 Articulated Curriculum for Agricultural Occupations: Second Year Final Report, 1991***
Series: 2+2 Articulated Curriculum for Agricultural Occupations
Author: Northeast Texas Community College
Editors: Foreman, J., Lovelace, B. E., & York, W.
Date of Publication: 1991
Publishers: Mount Pleasant, Texas: Northeast Texas Community College
Description: This is the final report of the articulated project between secondary and postsecondary

schools for agricultural occupations. It consists of a brief project description, goals and objectives, and procedures. The main sections include second year reference materials for dairy products management, garden center management, poultry products management, and retail florist management. Finally, basic certificate programs in these four management areas are included with course outlines and objectives. Related product: How-to-Manual. (Perkins grant no.: 11110011) (SR)

Ordering: TLX-25, 110 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 512) 223 8402

Title: ***2+2 Articulated Curriculum for Health Occupations: A Basic Course Outline (College Freshmen) for Nursing***

Series: 2+2 Health Occupations

Author: Paris Junior College

Editors: Maddox, G., Campbell, L., Amerson, C., Cody, D., & Ingram, D.

Date of Publication: June, 1990

Publishers: Paris, Texas: Paris Junior College

Description: This curriculum guide for nursing is designed to assist postsecondary 2+2 health occupation instructors in the selection and use of content and technology for an effective instructional program. This guide is part of the series of course outlines in nursing for grades 11 and 12, college freshmen and sophomores. It includes a short overview of the 2+2 curriculum, objectives of the nursing curriculum, curriculum outline, and some definitions. Most of the volume contains outlines for the following courses: Nursing Process; Basic Needs Ia, Ib, and II; Nursing through the Lifespan; and Entry into Vocational Practice. Short sections are given on supplies and equipment needed for the nursing program, a student competency profile, a matrix of essential elements matched to competencies, and a procedural plan for verifying mastery of competencies. Related products: How-to Manual; A Basic Course Outline for Health Careers I (Grade 11); A Basic Course Outline for Health Careers II (Grade 12); and A Basic Course Outline for Nursing (College Sophomores). (Perkins grant no.: 00110006) (SR)

Ordering: TLX-17, 213 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***2+2 Articulated Curriculum for Health Occupations: A Basic Course Outline (College Sophomores) for Nursing***

Series: 2+2 Health Occupations

Author: Paris Junior College

Editors: Campbell, L., Maddox, G., Amerson, C., Cody, D. , & Ingram, D.

Date of Publication: June, 1990

Publishers: Paris, Texas: Paris Junior College

Description: This curriculum guide for nursing is designed to assist postsecondary 2+2 health occupation instructors in the selection and use of content and technology for an effective instructional program. This guide is part of the series of course outlines in nursing for grades 11 and 12, college freshmen and sophomores. This guide includes an overview of the 2+2 curriculum, objectives of the nursing curriculum, curriculum outline, and some definitions. Short sections are given on supplies and equipment needed for the nursing program, a student competency profile, a matrix of essential elements matched to competencies, and a procedural plan for verifying mastery of competencies. Related products: How-to Manual; A Basic Course Outline for Health

Careers I (Grade 11); ; A Basic Course Outline for Health Careers II (Grade 12); and A Basic Course Outline for Nursing (College Freshmen). (Perkins grant no.: 00110006) (SR)

Ordering: TLX-18, 86 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***2+2 Articulated Curriculum for Health Occupations: A Basic Course Outline for Health Careers I, Nursing (Grade 11)***
Series: 2+2 Health Occupations
Author: Paris Junior College
Editors: Robertson, B., Stevenson, N., & Ingram, D.
Date of Publication: June, 1990
Publishers: Paris, Texas: Paris Junior College
Description: This curriculum guide for a secondary grade 11 nursing program is designed to assist 2+2 health occupation instructors in the selection and use of content and technology for an effective instructional program. This guide includes an overview of the 2+2 curriculum, objectives of the nursing curriculum, curriculum outline, and some definitions. The Course Outline for Health Careers I is divided into 15 units each dealing with a specific topic: Medical Terminology; Anatomy and Physiology; Health Care Past and Present; Communication Skills; Ethical-Legal; First Aid and Emergency Care; Employment Skills; Vital Signs; Infection Control and Asepsis; Safety and Mobility; Health Care Math; Leadership Concepts and Skills; Personal Qualities of a Health Worker; Personal Care Skills; and Nutrition. A student competency profile, matrix of essential elements matched to competencies, and a procedural plan for verifying mastery of competencies also are given. Related products: How-to manual; A Basic Course Outline for Health Careers II (Grade 12); A Basic Course Outline for Nursing (College Freshmen); and A Basic Course Outline for Nursing (College Sophomores). (TEA Perkins: SAS# 00420048-58) (SR)
Ordering: TLX-19, 116 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***2+2 Articulated Curriculum for Health Occupations: A Basic Course Outline for Health Careers II, Nursing (Grade 12)***
Series: 2+2 Health Occupations
Author: Paris Junior College
Editors: Stevenson, N., Robertson, B., & Ingram, D.
Date of Publication: June, 1990
Publishers: Paris, Texas: Paris Junior College
Description: This curriculum guide for a secondary (grade 12) nursing program is designed to assist 2+2 health occupation instructors in the selection and use of content and technology for an effective instructional program. This guide includes an overview of the 2+2 curriculum, objectives of the nursing curriculum, curriculum outline, and some definitions. The Course Outline for Health Careers II is divided into 12 units each dealing with a specific topic: Medical Terminology; Anatomy and Physiology; Health Care Past and Present; Communication Skills; Ethical-Legal; First Aid and Emergency Care; Vital Signs; Infection Control and Asepsis; Safety and Mobility; Health Care Math; Nutrition; and Personal Care Skills. Supplies and equipment needed for the nursing program are also given. Student competency profile, matrix of essential elements to competencies and procedural plan for verifying mastery of competencies are

given. Related products: How-to-Manual; A Basic Course Outline for Health Careers I (Grade 11); A Basic Course Outline (College Freshmen) for Nursing; and A Basic Course Outline (College Sophomores) for Nursing. (TEA Perkins: SAS# 00420048-58) (SR)

Ordering: TLX-20, 84 pages, $8.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***2+2 Articulated Curriculum for Health Occupations: How-to-Manual***

Series: 2+2 Health Occupations

Author: Paris Junior College

Editors: Lovelace, B. E. & Oglesby, V.

Date of Publication: 1990

Publishers: Paris, Texas: Paris Junior College

Description: The purpose of this manual is to serve as a resource for secondary and postsecondary administrators interested in the process of developing and implementing 2+2 programs. Brief chapters on background information and needs assessment are included. Extensive chapters on developing the curriculum and basic course outlines comprise the bulk of the manual. Instructor qualifications, program/curriculum accreditation, development and implementation staff, student follow-up, articulation agreements, and evaluation are covered briefly. Related products: A Basic Course Outline for Health Careers I (Grade 11), A Basic Course Outline for Health Careers II (Grade 12), A Basic Course Outline for Nursing (College Freshmen), and A Basic Course Outline for Nursing (College Sophomores) . (Perkins grant no.: 00110006) (SR)

Ordering: TLX-21, 110 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***2+2 Curriculum Development in Telecommunications Technology***

Author: Austin Community College

Editors: Kooker, S. & Brey, R.

Date of Publication: 1991

Publishers: Austin, Texas: Austin Community College

Description: This purpose of this project is to develop a 2+2 articulated curriculum in telecommunications technology with three area high schools and at least one upper level university. (Perkins grant no.: 11110005) (SR)

Ordering: TLX-528

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***2 + 2 in Agricultural Technologies: Final Report, 1992***

Series: 2+2 Articulated Curriculum for Agricultural Occupations

Author: Northeast Texas Community College

Editors: Foreman, J., Lovelace, B. E., & York, W.

Date of Publication: June, 1992

Publishers: Mt. Pleasant, Texas: Northeast Texas Community College

Description: This final report describes achievements of the third year of a project designed to provide technical assistance to other postsecondary institutions in the development and implementation of agriculture 2 + 2 programs. A brief description of the project, its goals and objectives, and procedures are given. Results of the labor market

information (LMI) survey, student tech-prep survey, five-year implementation plan for agricultural tech-prep programs, and boundaries and participants in the Northeast Texas tech-prep programs are also given. Appendices include: the LMI survey form, student tech-prep survey form, and agendas and minutes of the meetings. (Perkins grant no.: 22410003) (SR)

Ordering: TLX-180, 77 pages, $8.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736 (512) 223 8402

Title: ***2+2 Tech Prep Early Childhood Professions Advanced Specialty Curriculum Guide for Postsecondary Colleges***

Series: Tech Prep Early Childhood Professions

Author: Central Texas College

Editors: Harriman, M. W.

Date of Publication: June, 1993

Publishers: Killeen, Texas: Central Texas College

Description: This guide is one of the products of a grant to educate and train competent professionals to provide quality care and education to young children and to provide a curriculum for statewide adaptation or adoption. Brief chapters on program organization, content, and certificate programs are given. Extensive chapters are included on administration courses, special needs paraprofessional courses, and school-age childcare specialist courses. The appendices include special needs paraprofessional survey results, school-age childcare specialist survey results, and competencies for the early childhood professional who coordinates educational activities survey results. References and resources are included at the end. Related products: 2+2 Tech Prep Early Childhood Professions I & II Curriculum Guide; 2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide; and 2+2 Tech Prep Early Childhood Professions User's Manual. (Perkins grant no.: 33170015) (SR)

Ordering: TLX-22, 626 pages, $28.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***2 + 2 Tech Prep Early Childhood Professions I & II Curriculum Guide***

Series: Tech Prep Early Childhood Professions

Author: Central Texas College

Editors: Patton, M. M. & Harriman, M. W.

Date of Publication: June, 1991

Publishers: Killeen, Texas: Central Texas College

Description: This curriculum guide is one of the products of a grant to educate and train competent professionals who will provide quality care and education to young children and to provide a curriculum for statewide adaptation or adoption. This guide is in two parts: Tech Prep Early Childhood Professions I for first year students (grade 11) and Tech Prep Early Childhood Professions II for second year students (grade 12). Each part of the guide has brief sections on the conceptual framework of the project, field experience models, proposed high school degree plan, and references. The major sections of the guide are the seven core areas recognized nationally as basic to appropriate care and education for young children: Professionalism; Child Growth, Development, and Learning; Guidance and Group Management; Curriculum Development, Content, and Implementation; Family and Community Relation; Safety, Health and Nutrition; and Program Management. The second part of the guide expands on the first. The

appendices include a student competency profile and evaluation forms. Related products: 2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide; Tech Prep Early Childhood Professions Advanced Specialty Curriculum Guide for Postsecondary Colleges; and 2+2 Tech Prep Early Childhood Professions User's Manual. (Perkins grant no.: 11110007) (SR)

Ordering: TLX-24, 250 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide***

Series: Tech Prep Early Childhood Professions

Author: Central Texas College

Editors: Harriman, M. W.

Date of Publication: June, 1992

Publishers: Killeen, TX: Central Texas College

Description: This guide is one of the products of a grant to train competent professionals to provide quality care and education to young children while developing a curriculum for statewide adaptation or adoption. A brief chapter on program organization and content is given. Extensive discussion is devoted to details of the course, competencies, activities, and references. The appendices include basic workplace skills, a personal test for teachers, the story of The Star in the Apple, special needs community resource report, and a sample paper assessment form. References are included. Related products: 2+2 Tech Prep Early Childhood Professions I & II Curriculum Guide; and Tech Prep Early Childhood Professions Advanced Specialty Curriculum Guide for Postsecondary Colleges; and 2+2 Tech Prep Early Childhood Professions User's Manual. (Perkins grant no.: 22410005) (SR)

Ordering: TLX-438, 600 pages, $27.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***2+2 Tech Prep Early Childhood Professions User's Manual***

Series: Tech Prep Early Childhood Professions

Author: Central Texas College

Editors: Harriman, M. W.

Date of Publication: June, 1992

Publishers: Killeen, Texas: Central Texas College

Description: This manual is one of the products of a grant to educate and train competent professionals who will provide quality care and education to young children, and to provide a curriculum for statewide adaptation or adoption. The manual is intended for use as a shelf reference, to be used for any aspect of tech-prep in any occupational field. There is a brief section on the history of the project, Tech Prep Early Childhood Professions. Extensive chapters are included on developing the curriculum dealing with topics such as engaging the staff, establishing an advisory committee, committee composition and tasks, determining job skill requirements, course descriptions, basic workplace skills, degree plans, student prerequisites, support courses, professional development philosophy, occupational objectives and finalizing the curriculum. Basic course outlines dealing with topics such as competency based formatting, competency profiles, instructional methods and materials, learning activities, physical facilities, apprenticeship sites, tools and equipment, student performance exams, and student monitoring are given. The manual also contains brief sections on implementing the

program. Included are successful elements of tech-prep programs, instructor qualifications and characteristics; articulation agreements; promotion of the program; and program evaluation. References and resources are given at the end. Related products: 2+2 Tech Prep Early Childhood Professions I & II Curriculum Guide; 2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide; and Tech Prep Early Childhood Professions Advanced Specialty Curriculum Guide for Postsecondary Colleges. (Perkins grant no.: 22410005) (SR)

Ordering: TLX-23, 122 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***A Career Assessment and Intervention Program for At-Risk Youth in an Alternative High School***

Author: Texas A&M University

Editors: Anderson, D. W.

Date of Publication: 1994

Publishers: College Station, Texas: Texas A&M University

Description: This dissertation describes a study evaluating the career development programs for at-risk youth. It outlines the process and results based on the experience of people associated with it both at the development and implementation phases. Seventeen at-risk students enrolled in an alternative school GED Pilot Project were evaluated and counseled for vocational interests and aptitudes. The students came from varied demographic and educational backgrounds. The results of the study suggest that career development programs/models can be very beneficial to at-risk students. Career counseling, along with structured assessment, was very helpful. The results of the study were used to help the students in career planning and school-to-work transition goals. (RR)

Ordering: TLX-156, 185 pages, Order No. AAC 9520291

Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***A Comparative Study of a Tech Prep Initiative in Nurse Aide Training in the Central United States***

Author: Texas Tech University

Editors: Sharp, K. W.

Date of Publication: 1994

Publishers: Texas: Texas Tech University

Description: This thesis is the product of a study to see if there were differences in selected accountability measures between high school nurses aide programs as part of tech-prep and those offered as regular programs in high schools. High schools with certified nurse aid programs were surveyed. The study found no differences between the two groups with regard to accountability measures such as gender equity, licensure passage, job placement, instructional salary cost, pursuing further education or classroom hours of training. A significant difference was seen only in minority enrollment percentage and hours of training, both total and clinical. (RR)

Ordering: TLX-143, 107 pages, Order No. AAC 9426763

Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***A Comparison of Institutional Goal Priorities Among Students, Faculty, Administrators, and Advisory Board Members at a Texas Public Postsecondary Institution***
Author: Texas A&M University
Editors: De Leon, J. E.
Date of Publication: 1993
Publishers: College Station, Texas: Texas A&M University
Description: This thesis describes a study done to understand the Southeast College's Associate Degree Nursing (ADN) program's institutional goals as seen by the advisory board members, college administrators, faculty, and final semester students. The Community College Goals Inventory (CCGI) survey instrument was used to conduct the study. Ninety goal statements with 20 goal areas were rated on a five-point scale ranging from 1 (of no importance) to 5 (of extremely high importance). The administrators and faculty saw vocational/technical preparation as the most important current goal area; student and advisory committees saw general education as the most important. The faculty felt that intellectual orientation should be the most important goal, the students felt that general education should be the most important goal, and the administrators and advisory board members felt that vocational/technical preparation should be the future goal. A one-way analysis and Scheffe's post hoc test showed that 1) the students and administrators did not agree on the current importance of community services, vocational/technical preparation, and counseling and advising; and 2) students and advisory board members disagreed on the importance of faculty/staff development. (RR)
Ordering: TLX-162, 131 pages, Order No. AAC 9403478
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***A Comparison of Secondary Academic Achievement of Tech Prep Students to Non-Tech Prep Students: Factors Relating to Tech Prep Student Achievement***
Author: North Carolina State University
Editors: Basnight, J. C.
Date of Publication: 1994
Publishers: North Carolina State University
Description: This dissertation describes a study done to compare the academic achievement of tech-prep students with non-tech-prep students as a way of gauging the success of tech-prep. The study looks at specific variables that contributed toward the success. Forty-seven secondary seniors completing the tech-prep program and 56 non-tech-prep students from eight Cumberland County High Schools were surveyed. The student survey was done to investigate the relationship between academic achievement and nine independent variables: parental involvement, school attendance, career awareness, applied learning, technology exposure, involvement with counselors, industry education, marketing, and part time work experience. A detailed study of the grade point average and the ASSET scores revealed that tech-prep did not in any specific way contribute toward student achievement in Cumberland County. (RR)
Ordering: TLX-520, 179 pages, Order No. AAC 9517784
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

BEST COPY AVAILABLE

Title: ***A Directory of Reported Professional Improvement Activities for Postsecondary Technical/Vocational Personnel***
Author: University of North Texas
Editors: Lovelace, B. E.
Date of Publication: June, 1990
Publishers: Denton, Texas: University of North Texas
Description: This directory identifies professional improvement activities which are offered by Texas public community and junior colleges and technical institutes. The survey form - Survey of Professional Improvement Activities for Vocational/Technical Personnel is included. Survey findings are summarized and the findings related to each survey question are presented in matrix format. A section on Promising Practices has short descriptions of professional improvement activities which have proven themselves effective. This publication is part of a project titled, Preparing Faculty to Serve Dislocated Workers. Related products: a final report and five topical reports. (Perkins grant no.: 00120006) (JA)
Ordering: TLX-02, 75 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***A Guide for Developing the Workplace Briefing Sessions***
Author: Austin Community College
Editors: Hershey, S.
Date of Publication: August, 1993
Publishers: Austin, TX: Austin Community College
Description: This guide is designed to assist schools, teachers, communities, or employers in developing a program that improves students' understanding of the world of work. It contains guidelines and suggestions based on lessons learned during the pilot phase of the project. The guide is divided into following Chapters: 1) What are Workplace Briefing Sessions?; 2) What is the purpose of the Workplace Briefing Sessions?; 3) How can the Workplace Briefing Sessions become an integral part of a comprehensive system for school-to-work transition?; 4) Description of the Pilot Project; 5) Results from the Pilot; 6) A guide for developing the Workplace Briefing Sessions; 7) References; and 8) Appendices. (Perkins grant no.: 33140001) (RR)
Ordering: TLX-723, 105 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***A Guide to Tech Prep Resources: A Listing of Materials, Organizations and Electronic Networks***
Author: Florida Tech Prep Clearinghouse
Date of Publication: 1994
Publishers: Tallahassee, Florida: Florida Tech Prep Clearinghouse
Description: This guide is an annotated bibliography of resources for planning, developing, researching, and implementing tech-prep programs. It includes state and national organizations and contacts, as well as electronic resources. It is intended for educators. (AP)
Ordering: TLX-617, 120 pages
Address: Florida Department of Education, Division of Applied Technology and Adult Education, Product Distribution, 243-D Collins Building, Tallahassee, FL 32399 (800) 342-9271

Title: ***A Learning College for the 21st Century***
Edition: Community College Journal, vol. 66, no. 3, p.18-23, Dec-Jan 1995-96
Author: O'Banion, T.
Date of Publication: January, 1996
Publishers: Washington, DC: American Association of Community Colleges
Description: This journal article describes the learning college model for community colleges, which places learning first and assumes that educational experiences should be designed for learners rather than faculty. It chronicles efforts of Oregon's Lane Community College, California's Palomar College, and Arizona's Maricopa Community Colleges to restructure into learning colleges. (SR)
Ordering: TLX-809
Address: AACC, One Dupont Circle NW, Suite 410, Washington DC 20036

Title: ***A Model 2+2 Electronics Program Development Project: Final Report, 1989***
Author: Cooke County College
Editors: Shults, A., Smith, J., Williams, W., & Joyner, L. B.
Date of Publication: May, 1989
Publishers: Gainesville, Texas: Cooke County College
Description: This is a report of a grant to develop a model articulation program in electronics between Cooke County College and Gainesville ISD. This report covers the entire program including: program goals and objectives, executive summary, and overview of the project. Labor market survey , student interest survey forms, competency profile, degree plans, student assessment, articulation agreements, implementation plan, and evaluation are also included in the report. (Perkins grant no: 99103023) (SR)
Ordering: TLX-41, 202 pages, $14.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***A Multi-District Approach to Career Planning, Recruiting, and Promoting Career and Technology***
Author: Upper Rio Grande Tech Prep Consortium
Date of Publication: 1994
Publishers: El Paso, Texas: Upper Rio Grande Tech Prep Consortium
Description: This is a report on the progress made by the multidistrict educational cooperative. The object of this cooperative was to recruit students for Career & Technology Education and tech-prep programs; to educate parents and the local community about programs available to students; and to continue to seek support of the business community. The report describes the methodology used, shows time lines, outlines funding, and presents an evaluation. Copies of letters, advertisements, and lists of activities conducted are also listed. (RR)
Ordering: TLX-673, 14 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***A National Policy for Workplace Training: Lessons from State and Local Experiments***
Author: Batt, R., & Osterman, P.
Date of Publication: 1993

Publishers: Washington, DC: Economic Policy Institute
Description: This report focuses on efforts to improve the skills of adult workers by creating workplace-centered public training policies. It draws on the experience of states to describe the opportunities and dangers which a national effort to enhance the training of adults would confront. The authors conducted intensive case studies of programs in four states. The major findings and recommendations are presented in this report. (SR)
Ordering: TLX-636, 63 pages, $12 + $3 shipping and handling
Address: Public Interest Publications, P. O. Box 229, Arlington, VA 22210, 800-537-9359

Title: ***A Needs Assessment of Minority-Owned Businesses: Final Report, 1992***
Author: San Antonio College
Date of Publication: 1992
Publishers: San Antonio, Texas: San Antonio College
Description: This final report describes a needs assessment project designed to identify some of the more important skills needed by minority owners of small businesses in San Antonio. The sections of this report are: 1) survey methodology, which includes format, instrumentation, and sources of data; 2) limitations of the study; 3) results of the study, which gives a minority owned business profile, business related skills and knowledge, recent involvement in business related training, educational preferences of business owners, community linkages, their approach to growth and planning, and media preferences; and 4) curriculum components, implementation, and evaluation. Short sections on conclusions and discussion are given. Appendices include summary report of the project, course descriptions related to seminar topics, survey instrumentation form, seminar evaluation forms, and some publicity samples. (Perkins grant no.: 22140003) (SR)
Ordering: TLX-56, 65 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***A Practical Guide for Identifying and Using SCANS Competencies in Technical/Occupational Programs***
Author: Mountain View College - Dallas County Community College District
Editors: Budin, I.
Date of Publication: 1995
Publishers: Dallas, Texas: Mountain View College - DCCCD
ERIC DRS No.: ERIC Document Reproduction Service No. ED 387 590
Description: This booklet, which is designed primarily for college-level instructors, curriculum developers, and instructional designers, explains the processes of assessing technical and occupational courses for the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies and planning for SCANS inclusion in new or existing courses and programs. Presented first is an expanded list of SCANS competencies that includes the basic workplace competencies, and foundations currently required by the Texas Higher Education Coordinating Board and recommended sub competencies. Procedures for identifying SCANS competencies addressed in established courses/programs and matching course materials to SCANS competencies are detailed. Next, guidelines for using the SCANS competencies as a quality control/continuous improvement tool are listed and discussed. Appended are the following: sample work forms; sample workplace competency statement for course syllabi; general definitions, lists of common action verbs for the cognitive, psychomotor, and affective domains;

and list of generic objects for use in learning outcomes. (SR)

Ordering: TLX-836, 20 pages

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***A Program Evaluation of Project GRADS: A Dropout Prevention Program***

Author: Oklahoma State University

Editors: Langley, K. K.

Date of Publication: 1993

Publishers: Oklahoma: Oklahoma State University

Description: This dissertation reports the findings of a study done to evaluate the effectiveness of Project GRADS, a dropout prevention program meant to help rural students in vocational-technical education programs. Students in the program were categorized as at-risk of dropping out or normal on the basis of an index score. The at-risk students were assigned to treatment and control groups and later compared to the normal groups. The study concluded that the primary goal of preventing dropout was achieved. The treatment and control groups bridged the gap between at-risk group and normal groups. (RR)

Ordering: TLX-134, 192 pages, Order No. AAC 9327950

Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***A Resource Manual for an Emerging Occupation: Environmental Technology***

Author: Brookhaven College - Dallas County Community College District

Date of Publication: 1994

Publishers: Dallas, Texas: Brookhaven College - DCCCD

Description: This report contains the curriculum development, degree patterns, course descriptions, sample surveys and models, SCANS (Secretary's Commission on Achieving Necessary Skills) workplace competencies, resources, quality workforce competencies, quality workforce councils summary, and sample program application for environmental technology. The curriculum development (DACUM) section contains surveys rating the importance of various environmental technology skills. Then the report continues to describe the curriculum that best satisfies the requirements described by the surveys. The next section contains the course descriptions for these courses. The survey section contains employer needs and student surveys as well as DACUM validation forms. This section also contains crosswalk forms and crosswalk decision rules. Additionally, this section contains training achievement records and a DACUM verification model (Ohio State). The next section contains SCANS workplace competencies, worksheets, degree plans, and certificates. The resource section contains contacts, publishers, publications, references, and relevant articles. The final section, the summary, describes the occupational needs and potential of environmental technology. It also makes predictions about enrollment, courses, and facilities. The report ends with a sample application. This report would be very useful to educators developing an environmental technology program. The appendices also contain useful information such as the TINS report on Environmental Technology, DACUM charts and panels, employer cover letter and surveys, and crosswalk participants. (Perkins grant no.: 44110006) (KK)

Ordering: TLX-452, 130 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***A School-to-Work Resource Guide: Focusing on Diversity***
Series: MDS-747
Author: Maddy-Bernstein, C., Matias, Z. B., Cunanan, E. S., Krall, B. T., Iliff, L.
Date of Publication: November, 1995
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This guide gathers current and representative resources which will be useful to individuals developing or implementing school-to-work programs. It includes sections on the three components of the School-to-Work Opportunities Act: school-based learning, work-based learning, and connecting activities. Listings for publications, newsletters and journals, education information centers, agencies, and organizations are provided. Individuals interested in the background of school-to-work will find the general information section helpful. It offers analyses of school- to-work and its impact on current educational reforms. Sections on transition issues for special populations and gender equity issues are included as well. (PP)
Ordering: TLX-243, MDS-747, $10.00
Address: National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, 800-637-7652

Title: ***A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Case Management and Intake Interview***
Series: Standardized Certification Program for Case Managers
Editors: Lusky, R. A., Louis, D. R., & Boyd, D. S.
Date of Publication: 1995
Publishers: Denton, Texas: University of North Texas
Description: This guide, Module I, is one of three training modules developed to prepare case managers for coordinating community-based programs for the elderly. It has information on foundations of case management and intake interviews. The topics covered are: objectives of the training session, definition and origins of case management, educational profile of case managers, components of case management, legal and ethical issues, profile of a typical case management consumer, key players in case management, case load, case mix, and time utilization. It also includes objectives of intake interviews, basic interviewing skills, and screening for eligibility. Overhead transparencies used for training are also included. Related products: final report and two additional training modules. (Perkins grant no.: 55110004) (SR)
Ordering: TLX-32, 151 pages, $12.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Assessment and Care Plan Development***
Series: Standardized Certification Program for Case Managers
Author: University of North Texas
Editors: Lusky, R. A., Louis, D. R., & Boyd, D. S.
Date of Publication: 1995
Publishers: Denton, Texas: University of North Texas

Description: This guide, Module II, is one of three training modules developed to prepare case managers coordinating community-based programs for the elderly . It contains information on assessment and care plan development. The topics covered are: role of assessment, value and rationale for elderly assessment, concepts of aging and personality, aging and intelligence, sociometric assessment, functional assessment, and assessment in the public sector by case managers. Other information available is on age related changes, both mental and physical, and writing the care plan. Also included in this module is a multidimensional client assessment form from the Texas Department of Aging and a care management agreement form. Overhead transparencies used for training are also included. Related products: final report and two additional training modules. (Perkins grant no.: 55110004) (SR)

Ordering: TLX-33, 162 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Implementation, Monitoring, Reassessment, Closure, and Evaluation***

Series: Standardized Certification Program for Case Managers

Author: University of North Texas

Editors: Lusky, R. A., Louis, D. R., & Boyd, D. S.

Date of Publication: 1995

Publishers: Denton, Texas: University of North Texas

Description: This guide, Module III, is one of the three training modules developed to prepare case managers to coordinate community-based programs for the elderly. The main sections of this module are: implementation; monitoring, including overview, types of monitoring, frequency of home visits, and monitoring and communication; reassessment, including reasons for reassessment, focal topics, and frequency of reassessment; closure, including preparation and common reasons for case closure, methods for maintaining contacts, and maintaining relationships following closure; and evaluation of case management activities, including components of program evaluation and quality assurance, total quality management and continuous quality improvement, Deming's fourteen points and seven deadly diseases, and principles of continuous quality improvement. Related products: final report and two related training modules. (Perkins grant no.: 55110004) (SR)

Ordering: TLX-34, 100 pages, $8.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Final Report, 1995***

Series: Standardized Certification Program for Case Managers

Author: University of North Texas

Editors: Lusky, R. A., Louis, D. R., & Boyd, D. S.

Date of Publication: 1995

Publishers: Denton, Texas: University of North Texas

Description: The final report of this project to prepare case managers to coordinate community-based programs for the elderly includes the executive summary, project objectives and achievements, project evaluation, conclusions, implications, and recommendations. It also includes a brochure on case management and a form for evaluation of the training session. Related products: Module I, on Case Management and Intake Interview;

Module II, on Assessment and Care Plan Management; and Module III, on Implementation, Monitoring, Reassessment, Closure, and Evaluation. (Perkins grant no.: 55110004) (SR)

Ordering: TLX-184, 22 pages, $2.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***A Statewide Faculty Development Program for Community College Associate Degree and Other Nursing Educators: Final Report, 1992***

Author: Roush, R. E.

Editors: Baylor College of Medicine

Date of Publication: August, 1992

Publishers: Houston, Texas: Baylor College of Medicine

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Description: This final report describes a project designed to increase the amount of geriatric content in the curricula of community college associate degree nursing (ADN) programs; advance the development of baccalaureate nursing faculty in a historically black college/ university (HBCU); and facilitate similar Texas institutions to benefit from this faculty development effort. Project outcomes include: 1) a well documented process for in-service development of instructional faculty with two ADN schools and one HBCU nursing school; 2) an increased content emphasis on issues in aging within didactic courses as well as clinical experiences offered to students enrolled in targeted ADN and baccalaureate nursing programs; 3) increased knowledgeability of ADN and HBCU nursing educators about geriatrics/gerontology; and 4) completion of personal action plans by the 15 faculty enrollees. Appendices include personal action plans, survey instruments, a list of key project activities, a faculty development course outline, and a research paper. (RR)

Ordering: TLX-591, 75 pages

Address: ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110 Springfield, VA 22153-2852 (800) 443-ERIC

Title: ***A Study of Faculty Needs in Texas: 1991-2008***

Author: Texas Higher Education Coordinating Board

Date of Publication: January, 1992

Publishers: Austin, Texas: Texas Higher Education Coordinating Board

Description: This is a report of a study done to determine the faculty supply needs in the public senior universities and community and junior colleges and to determine how Texas institutions will be affected by the projected nationwide shortages. The issue of minority faculty has also been addressed. Data supporting all the finding have been included. (RR)

Ordering: TLX-572, 75 pages

Address: Texas Higher Education Coordinating Board, Office of Governmental Relations/Public Information, PO Box 12788, Austin, TX 78711-2788, (512) 483-6111

Title: ***A Texas Workforce for the 21st Century: Integrating Basic Skills into the Vo-Tech Curriculum***

Series: 1989-1990 STARLINK Teleconferences

Author: STARLINK and Tyler Junior College

Date of Publication: April, 1990

Publishers: Tyler, Texas: STARLINK

Description: This teleconference intended for technical-vocational faculty and administrators, discussed integrating basic skills (reading, writing, mathematics, etc.) into the vocational and technical curriculum. Topics include 1) an overview of the basic skills project at Northeast Texas Community College, 2) competencies required for college-level work, 3) methods for integrating basic skills into the curriculum, and 4) examples of several institutions' programs. Participants include Dr. Jack Foreman, Executive Dean at Northeast Texas Community College (NTCC), Dr. Judy Traylor, Director of the Adult Learning Center at NTCC, and Dr. Mary Griffith, Vice President at Paris Junior College. (AP)

Ordering: TLX-502 , 90 minute videotape, $20.00 (in state)

Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Access and Equity 2000: The Texas Educational Opportunity Plan for Public Higher Education, September 1994 through August 2000***

Author: The Texas Higher Education Coordinating Board

Date of Publication: January, 1994

Publishers: Austin, Texas: Texas Higher Education Coordinating Board

Description: This report documents the status of minorities in various elements of higher education and offers recommendations for improving the participation of minorities in higher education in the state. The various sections deal with recruitment and retention of black and Hispanic students at the undergraduate and graduate levels and the status of women, American Indians, and Asian Americans in Texas public higher education. The recruitment and retention of minority faculty, administrators and professional staff in Texas higher education since 1989 is reviewed. Minority representation on governing boards of Texas public institutions of higher education is covered. Initiatives to strengthen historically black, South Texas, and border institutions of higher education are discussed. Finally, goals and recommended actions are enumerated, with specific recommended actions for the various groups involved in higher education. (JA)

Ordering: TLX-259, 28 pages

Address: Betty N. James, Assistant Commissioner, Access and Equity Division, Texas Higher Education Coordinating Board, P. O. Box 12788, Capitol Station, Austin, TX 78711-2788 (512) 483-6140

Title: ***Access to Vocational Assessment and Intervention in Learning (AVAIL): Final Report, 1992***

Author: Del Mar College

Date of Publication: July, 1993

Publishers: Corpus Christi, TX: Del Mar College

Description: The final report describes the achievements of a project to provide diagnostic assessment, tutoring, and counseling to retain several at-risk student groups, while offering a parallel student tracking and follow-up system. Job Training Partnership Act (JTPA) students with learning problems due to severe personal crisis, severe learning problems because of specific learning disabilities, traumatic brain injuries, and slow learner problems were the target population of the grant. The methodology used in organizing the project, the components of the project diagnostic assessment and counseling, tutoring, tracking results, conclusions, and future directions of the project are included in the report. Copies of survey forms, sign-in sheets, evaluations of tutoring services, tracking reports of students, and a letter of support from the

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workforce development corporation are included in the appendices. (Perkins grant no.: 22140008) (RR)

Ordering: TLX-408, 59 pages, $6.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Accommodations for Learning Disabled Students in the Era of ADA: A Training Program***

Author: St. Philip's College - Alamo Community College District

Editors: Rapp, R. H., & Candia, P. P.

Date of Publication: 1994

Publishers: San Antonio, Texas: St. Philip's College

Description: This manual was developed to assist postsecondary counselors, faculty, and staff prepare for increased numbers of students with learning disabilities on campuses. Recent studies indicate postsecondary institutions should prepare for continuing increased enrollments of students with learning disabilities well into the 21st century. This manual defines learning disabilities, gives background information about ADA, discusses rights and responsibilities, and suggests possible accommodations. A pre and posttest, evaluation instruments, bibliography, and other resources are provided. The manual was designed to be the basis for presenting training workshops. (Perkins grant no.: 44120002) (JA)

Ordering: TLX-677, 180 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Adults in Career Transition***

Series: ERIC Digest No. 115

Author: Kerka, S.

Date of Publication: 1991

Publishers: Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University

Description: This ERIC digest reviews current thinking about what motivates adults to change careers and the concepts of life and career cycles. Implications of the new models for helping adults in transition and career development are described. (SR)

Ordering: TLX-297, 2 pages, no charge

Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title: ***Adults in the College Classroom***

Series: 1994-1995 Professional Development Teleconferences

Editors: STARLINK and Tyler Junior College

Date of Publication: March, 1995

Publishers: Dallas, Texas: STARLINK

Description: This teleconference explores hands-on teaching strategies for faculty working with adults in the traditional college classroom. Objectives of the teleconference are to help college faculty and administrators 1) define and recognize the characteristics of adult students; 2) alter the classroom for adult student involvement; 3) master new strategies for teaching adults; 4) build critical thinking activities into courses; and 5) vary teaching techniques to involve all learners. Featured panelists include Dr. Adrianne

	Bonham, Texas A&M and widely published in the areas of self-directed adult learning, and community college adult student retention; and William Draves, President of the Learning Resources Network. (PP)
Ordering:	TLX-237 , 90 minute videotape, $20.00 (in state)
Address:	STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title:	***Advanced Skill Course for Automation/Robotics: Course Syllabus***
Author:	Texas State Technical College - Sweetwater
Editors:	Frederick, J.
Date of Publication:	June, 1994
Publishers:	Sweetwater, Texas: Texas State Technical College
Description:	This document describes the syllabi for courses in Computer Integrated Manufacturing, Advanced Programmable Controllers, and Design for Automation/Automated Assembly. Each course contains suggested class time, reference textbooks, course description, course objectives, and course outline. Related product: Advanced Skill Courses for Electronics Manufacturing. (Perkins grant no.: 44170030) (RR)
Ordering:	TLX-396, 30 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title:	***Advanced Skill Courses for Electronics Manufacturing: Course Syllabus***
Author:	Texas State Technical College - Sweetwater
Editors:	Frederick, J.
Date of Publication:	June, 1994
Publishers:	Sweetwater, Texas: Texas State Technical College
Description:	This document describes the syllabus for courses in Semiconductor Processing, Surface Mount Technology, and Vacuum Fundamentals. Each course contains suggested class time, reference textbooks, course description, course objective, and course outline. Related product: Advanced Skill Courses for Automation/Robotics. (Perkins grant no.: 44170030) (RR)
Ordering:	TLX-433, 30 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title:	***Advanced Skills Curriculum Development, Supplemental Tech Prep Grant: Final Report, 1992-1993***
Author:	Upper Rio Grande Tech Prep Consortium
Date of Publication:	1993
Publishers:	El Paso, Texas: El Paso Community College
Description:	This final report describes the progress made in the Upper Rio Grande Tech Prep Consortium's Advanced Skills Curriculum Development project. The activities conducted were: 1) the consortium received a supplementary grant to identify businesses and industry in the areas of automotive technology and computer and office technology; 2) experienced faculty from the appropriate disciplines at El Paso Community College were selected to work on release time on the project; 3) advanced skills courses were recommended for automotive technology, computer applications, and bilingual office administrative assistant; 4) major course revision was proposed for

	one course for Administrative Technician and two courses for Bilingual Project Specialist Certificate; 5) results of DACUMs (developing a curriculum) and recommended new courses were presented to the program advisory committees; 6) equipment purchased were placed in the classroom; and 7) copies of the DACUM charts and outlines were sent to all tech-prep directors in the state. (Perkins grant no.: 33170004) (RR)
Ordering:	TLX-718, 8 pages, $2.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title:	***Advisor's Guide for Vocational and Technical Programs***
Edition:	Third
Author:	Austin Community College
Editors:	Colbath, N.
Date of Publication:	1993
Publishers:	Austin, Texas: Austin Community College
Description:	This guide is intended to assist advisors and counselors who work with vocational and technical students. It has information on TASP and Austin Community College assessment. It also provides such information as the program's intended audience, transferability criteria, goals for the course, prerequisites, contact information, and availability schedule of the departmental advisors. This information pertains to all the courses offered at the department: Accounting; Air Conditioning and Refrigeration; Automotive Technology; Business Administration; Business Management; Commercial Art; Commercial Music Management; Computer Information Systems; Electronic Technology; Engineering Design Graphics; Information Systems Management; Land Surveying Technology; Manufacturing Technology; Office Systems Technology; Photographic Technology; Printing; Quality Assurance Technology; Technical Communications; Welding Technology; and 2+2 Articulation. (RR)
Ordering:	TLX-422, 50 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Advisory Committees: Economic Development at the Program Level***
Series:	1994-1995 Professional Development Teleconferences
Author:	STARLINK and The Quality Workforce Education Consortium of Community Colleges (QWECCC)
Date of Publication:	April, 1995
Publishers:	Austin, Texas: STARLINK
Description:	This teleconference offers 1) demonstrations of the critical role that advisory committees play in supporting economic development; 2) insights into the practical aspects of managing advisory committees; 3) examples of committees that go beyond traditional roles and responsibilities; 4) practical information on finding and effectively using labor market information and resources; and 5) perspectives on the current status of advisory committee operations statewide from the Texas Higher Education Coordinating Board. The intended audience are: technical faculty and administrators, advisory committee members, tech-prep consortium directors, and directors and deans of continuing education. (PP)
Ordering:	TLX-238, 90 minute videotape, $20.00 (in state)
Address:	STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut

Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Allied Health Review***
Author: Allied Health Ad Hoc Committee
Date of Publication: September, 1994
Publishers: Austin, Texas: Texas Higher Education Coordinating Board
Description: This is a report of a study of all undergraduate allied health courses that could be taught in a more cost effective manner at universities, health science centers, or community and junior colleges. It includes an analysis of curriculum, costs per student, and a strategic plan for the needs of Texas health care as supplied by allied health programs. The report describes the methods used, the findings with regard to the need for programs and program analysis, discussion of costs, health care trends and educational trends, and recommendations. Allied health fields considered for study, programs studied, survey questionnaires, list of under served counties in Texas, dental hygiene data, dental laboratory technology data, medical radiologic technology data, nuclear medicine technology data, respiratory therapy data, and committee membership are included in the appendices. (RR)
Ordering: TLX-565 , 90 pages, $8.00
Address: Texas Higher Education Coordinating Board, Office of Governmental Relations/Public Information, PO Box 12788, Austin, TX 78711-2788, (512) 483-6111

Title: ***Alternative Approaches to Outcomes Assessment for Postsecondary Vocational Education***
Edition: CenterFocus, no. 10
Author: Inger, M.
Date of Publication: Winter, 1995
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This article looks at alternative approaches to outcomes assessment for postsecondary vocational education. Policymakers, business leaders, and educational reformers have called for increased performance and accountability in education. They need a basis for deciding whether to modify, enhance, or drop programs. Outcomes assessment is strongly recommended to show accountability and to make decisions about the program. Traditional outcomes are those that are routinely used in vocational education, such as job placement, occupational competence, retention, and earnings. They are usually measured by surveys, certification tests, and self reports. The goal of alternative assessment is to produce more valid information about the results of vocational education programs than has been available with more traditional testing procedures. This article looks at some of the alternative approaches to outcomes assessment such as, TQM, Student Success Model, Value-Added Assessment, Concept Mapping, and Performance Assessment. View the document at http://vocserve.berkeley.edu/CenterFocus/cf10a.html. (SR)
Ordering: TLX-550, 8 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***American Careers***
Author: Austin Community College
Editors: Orwig, B. E.
Date of Publication: 1994

Publishers: Austin, Texas: Austin Community College
Description: This brochure includes information on the following topics: 1) Tech-prep; 2) Standards: The basics of portable credentials; 3) Choosing your High-Tech Career; 4) Business Careers for the 90s; 5) What Do Math and Science Have to Do with Life Anyway ?; 6) Do What You Love; and 7) Everything You Need to Know. (RR)
Ordering: TLX-674, 8 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***An Afternoon of Model Carl Perkins Projects***
Series: 1991-1992 STARLINK Training Teleconferences
Author: STARLINK
Date of Publication: April, 1992
Publishers: Dallas, Texas: STARLINK
Description: This teleconference intended for college faculty and administrators, presented information about six Perkins projects at community and technical colleges in Texas. The projects were divided into two groups - - state leadership projects; and equity and single parent/displaced homemaker projects. The state leadership projects were: 1) Work Force Literacy, a joint project at Dallas County Community College, El Paso Community College, and North Harris Montgomery Community College District; 2) Critical Thinking Course to Improve Retention, a project at Galveston College; and 3) One Plus One (1+1) High Tech Partnership in Electrical Education at Texas State Technical College at Sweetwater. The three equity and single parent/displaced homemaker projects were: 1) Project Access at San Antonio College; 2) Now 2000 - Nontraditional Worker; and 3) the STAR Project at Kilgore College. Presenters were: Dr. Bonnie Longnion, North Harris Montgomery Community College District, Marilyn Wolf, Galveston College, Earl Hines, Texas State Technical College at Sweetwater, Helen Vera, San Antonio College, Donna Moore, Amarillo College, and Susan Atchley, Kilgore College. (AP)
Ordering: TLX-604, videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***An Analysis of Perceived Barriers Toward Implementing Tech Prep Programs in the State of Texas***
Author: University of North Texas
Editors: Walker, J. M. D.
Date of Publication: 1995
Publishers: Texas: University of North Texas
Description: This thesis is the result of a study done to analyze the perception of tech-prep administrators regarding barriers in implementing the programs around Texas. Four hundred sixty-eight tech-prep professional were surveyed. Findings were divided into three sections: hypotheses, perceptions of tech-prep personnel regarding barriers, and tech-prep program in-service training. The study found that the overall perceptions and change orientation of all the tech-prep professionals were generally the same regarding barriers to the implementation of the programs. (RR)
Ordering: TLX-154, 105 pages, Order No. AAC 9529952
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***An Assessment of the Attitudes and Perceptions of Secondary School Principals and Vocational Administrators Toward the Tech-Prep Initiative in Texas***
Author: East Texas State University
Editors: Braun, M. C.
Date of Publication: 1994
Publishers: Texas: East Texas State University
Description: This thesis describes the findings of a study done to assess the attitudes and perceptions of secondary school principals and vocational administrators toward the tech-prep initiative in Texas. Two hundred thirty-two secondary school principals and 232 vocational administrators were surveyed using Texas tech-prep questionnaires containing 12 questions. The questions focused on administration, curriculum, philosophy, benefits, barriers, and status of tech-prep education in Texas. The results showed that there was a significant difference in the attitudes of principals and vocational administrators in the curriculum focus area. Significant differences were seen also in three items within the administrative focus area, five items in the curriculum focus area, and four items in the philosophy focus area. Both groups felt that "lack of knowledge" about tech-prep was the main barrier. The study concluded that most significant differences were not because of opposing attitudes but because of stronger attitudes of vocational administrators. Vocational administrators are strong proponents of tech-prep in Texas at the secondary level. (RR)
Ordering: TLX-144, 241 pages, Order No. AAC 9430352
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***An Assessment of the Preparation and the Importance of Professional Competencies by Agricultural Science Teachers and their Immediate Supervisors in Texas***
Author: Texas A&M University
Editors: Mulkey, F.
Date of Publication: 1994
Publishers: College Station, Texas: Texas A&M University
Description: This thesis is the result of a study done to assess the perceptions of agricultural science teachers and their immediate supervisors regarding the preparation and the importance of professional competencies. A random number of teachers and their supervisors were selected and surveyed. The study revealed that 1) the majority of teachers and their supervisors were Anglo males, and minority teachers and supervisors -- especially women -- were under represented; 2) a majority of the teachers and their supervisors were raised on farms; 3) both ranked preparation in competencies almost the same; 4) both ranked levels of importance of competencies the same; 5) supervisors perceived the teachers to be better prepared than the teachers themselves; 6) supervisors perceived themselves to be more important than teachers; 7) ethnicity was not a factor; and 8) prior enrollment in agricultural programs was not a factor in either perceptions of preparation or perceptions of level of importance. (RR)
Ordering: TLX-495, 182 pages, Order No. AAC 9520437
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***An Assessment of Vocational Technical Education Students' Literacy Levels and Awareness of Employer Expectations (High School, Michigan)***
Author: Western Michigan University
Editors: Woolfork, T. Y.
Date of Publication: 1993
Publishers: Michigan: Western Michigan University
Description: This dissertation is the result of a study done to determine the readiness of high school students to enter the working world after graduation. The study examined the literacy levels of 137 subjects, as well as their awareness of employer expectations and skills necessary for employment. Teachers also completed the inventory to enable the researcher to compare teacher and student answers. The study was based on four hypotheses, of which two were supported and two refuted. The study supported the hypotheses that relationships existed between the students' literacy level and their future expectations and between the students' literacy level and their performance on standardized tests. No relationship was found between literacy scores of students whose parents believed in the importance of education and those who did not. Also, a relationship did not exist between literacy scores for students who believed in education and those who did not. (RR)
Ordering: TLX-136, 92 pages, Order No. AAC 9412215
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***An Equity Model Projects Teleconference***
Series: 1994-1995 Texas Higher Education Coordinating Board Teleconferences
Editors: STARLINK and the Texas Higher Education Coordinating Board
Date of Publication: January, 1995
Publishers: Austin, Texas: STARLINK
Description: The objective of this teleconference was to identify factors and strategies that drive successful equity programs by examining four separate programs at three Texas community and technical colleges. The programs profiled are: 1) McLennan Community College's Special Services for Single Parents, Displaced Homemakers, and Single Pregnant Women; 2) Texas State Technical College - Waco's Women in Technical Education; 3) El Paso Community College's Women in Technology - Equity/Mentoring/Internship; and 4) El Paso Community College's Women in Technology - Project Opportunity. The intended audience is: Perkins contacts, Perkins equity directors, vocational deans, directors of student services, and counselors. (PP)
Ordering: TLX-240, 90 minute videotape, $15.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736 (512) 223-8402

Title: ***An Exploratory Factor Analytical Assessment of Community College Students Attitudes toward Technology***
Author: Texas A&M University
Editors: Shafiee, S. R.
Date of Publication: 1994
Publishers: College Station, Texas: Texas A&M University
Description: This thesis describes a study done to ascertain factors influencing the attitudes of community college students toward working with and learning about computers. The effects that age, gender, and exposure to technology have on their attitudes were also studied. Three hundred twenty-two students were studied. Two attitudinal instruments

were given to each student, and three dimensions of attitude construct - - affective, behavioral, and cognitive - - were distinguished. The study revealed that formal exposure to technology-related courses were significant only when the responses of students who had taken non-required technology courses were studied. The pattern differed from males to females, with males giving more importance to behavioral factor. The females gave more importance to affective dimension. The study recommended that a gender-fair attitudinal instrument be developed and equal importance given to all factors of the attitudinal construct. (RR)

Ordering: TLX-158, 137 pages, Order No. AAC 9506711
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Applied Academics and Curriculum Integration: Teacher Resource Guide***
Author: Central Texas Tech Prep Consortium
Editors: Adams, M.
Date of Publication: 1995
Publishers: Temple, Texas: Temple Junior College
Description: This guide provides a plan for integrating a tech-prep model into secondary and postsecondary curricula. Educators who are considering improving or offering a tech-prep program should read this guide. The guide contains a tech-prep model, the goals and definitions of tech-prep including the requirements for federal funding, implementation issues, applied academics curriculum integration including specific strategies, and resources available for tech-prep educators. (Perkins grant no.: 55170027) (KK)
Ordering: TLX-327, 100 pages, $8.00 (paper copy), $2.00 (disk copy)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Applied Research Consortium Workplace Literacy Grant: Designing and Implementing Workplace Literacy: Programs in Partnership with Business and Industry***
Series: Applied Research Consortium Workplace Literacy Grant
Author: North Harris Montgomery Community College District
Editors: Longnion, B.
Date of Publication: June, 1991
Publishers: Houston, Texas: North Harris Montgomery Community College District
Description: This handbook is a product of a grant to establish three regional resource centers to develop applications for workplace literacy. The major sections of this handbook are: introduction, management, assessment and evaluation, curriculum and instruction, and resources. Each of these sections provides an overview of the topic, review of literature, references, and appendices. The introduction describes workforce literacy and the nature of the adult learner. Some of the items included in the appendices of the management section are: business & industry questionnaire, initial needs assessment, essential skills training program, cost analysis for basic skills classes, guidelines for developing a database, job enhancement pilot program, and selected legal considerations regarding employee literacy and aptitude testing. The appendices in the assessment and evaluation section include: survey form to assess cultural conditions, investigative questions for the workforce literacy program, literacy task analysis, assessment in adult education, guidelines for administering assessments and conducting assessment orientation, and a close exercise. The appendices of the curriculum and instruction

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section includes: general reading skills and techniques used in teaching a beginning adult reader. The section on resources contains glossary of terms, publisher's addresses, newsletter listings, suggested readings, and resources. Related products: Final Report for Year One, and Phase II. (Perkins grant no.: 11130005) (SR)

Ordering: TLX-230, 325 pages, $19.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736 (512) 223-8402

Title: ***Applied Research Consortium Workplace Literacy Grant: Final Report, 1991***

Series: Applied Research Consortium Workplace Literacy Grant

Author: North Harris Montgomery Community College District

Editors: Longnion, B.

Date of Publication: June, 1991

Publishers: Houston, Texas: North Harris Montgomery Community College District

Description: This final report describes a project to establish three regional resource and technical assistance centers to develop applications for workplace literacy. The consortium was designed to do research and define a workforce literacy model; develop workable strategies for the implementation of workplace literacy programs; provide training for workforce facilitators; and support trained facilitators. Executive summary, need for this project, objectives, methodology, evaluation, continuation, and linkage are described briefly. Appendices form the bulk of this report. They include: 1) Texas A&M University evaluation; 2) consortium evaluation; 3) institute brochures and a list of participants; 4) minutes of the advisory meetings; 5) operational format, including goals, objectives, performance measures, and time lines; 6) research worksheets; 7) presentations; and 8) consortium meetings. Related products: a handbook, Designing and Implementing Workplace Literacy and Final Report, Phase II. (Perkins grant no.: 11130005) (SR)

Ordering: TLX-228, 200 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736 (512) 223-8402

Title: ***Applied Research Consortium Workplace Literacy Grant: Final Report, Phase II 1992***

Series: Applied Research Consortium Workplace Literacy Grant

Author: North Harris Montgomery Community College District

Editors: Longnion, B.

Date of Publication: August, 1992

Publishers: Houston, Texas: North Harris Montgomery Community College District

Description: This final report describes phase II of a grant to establish three resource and technical assistance centers to develop applications for workplace literacy. Project objectives and financial reports are given briefly. Appendices form the bulk of the report. Included in the appendices are: literacy models, advisory board members and minutes of its meetings, draft of survey instrument, regional conferences and workshops materials, state conference materials, newsletters, and database of contacts and meetings. Related products: Final Report for year I and a handbook, Designing and Implementing Workplace Literacy. (Perkins grant no.: 22130003) (SR)

Ordering: TLX-229, 450 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736 (512) 223-8402

Title: ***Apprenticeship and the Future of the Work Force***
Series: ERIC Digest No. 124
Author: Wonacott, M. E.
Date of Publication: 1992
Publishers: Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education
Description: This digest offers a definition of apprenticeship and explains how its characteristics can be imparted to other educational programs. The brief discussions cover the following topics: what apprenticeship is not, benefits of apprenticeship, broadening the scope of apprenticeship, and applying apprenticeship components to vocational and technical programs. (SR)
Ordering: TLX-634, 2 pages, no charge
Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, 800-848-4815

Title: ***Apprenticeship for Adulthood: Preparing Youth for the Future***
Author: Hamilton, S. F.
Date of Publication: 1990
Publishers: New York: The Free Press
Description: Drawing upon successful systems in West Germany and the U.S., the author explains how apprenticeships for youth aged 16 through 21 can capitalize upon workplaces as learning environments; create opportunities for mentor relationships to provide important adult roles; and develop flexibility, dependability, and vocational skills of the future as identified by employers. The author describes an effective apprenticeship as one which contains the following essential features: 1) exploits workplaces and other community settings as learning environments; 2) links work experiences to academic learning; 3) gives youth constructively ambiguous roles, as simultaneously, workers with real responsibilities and learners; and 4) fosters close relationships between youth and adult mentors. Apprenticeship is viewed not solely as a preparation for work, but as a dynamic, supportive transition to adulthood. It provides opportunities for education and training to college-bound youth as well as noncollege-bound youth, offering more support services to disadvantaged youth to ensure their success. The book includes an overview of the future of youth and work, discusses the issues surrounding transition from school-to-work, describes the history, current state of academic and vocational education, recommendations for restructuring, and a model American apprenticeship program. Principles involving personalized instruction, performance standards, and integration of community service with vocational education are discussed. (SR)
Ordering: TLX-768, 223 pages, $22.95
Address: MacMillan Publishers, Front and Brown Streets, Riverside, NJ 08375, 609-461-6500

Title: ***Articulation Workbook for Cooperative Education***
Author: Lux, D., Rush, P., & Campbell, R.
Date of Publication: 1990
Publishers: Lincoln, Nebraska: Nebraska Department of Education
Description: This workbook provides an overview of tech-prep, 2 + 2, and articulation process of cooperative education. It defines articulation and related terminology, provides rationale and benefits of articulation, examines implementation strategies, and lists steps for successful programs and characteristics of successful programs. It also answers commonly asked questions on articulation. Appendices provide sample

agreements, guidelines, and other examples of handouts. (SR)

Ordering: TLX-767 , 55 pages
Address: Nebraska Department of Education, P. O. B ox 94987, Lincoln, NE 68509, 402-471-4808

Title: ***Articulation/Tech Prep Checksheet***
Author: North Harris Montgomery Community College District
Publishers: Dallas, Texas: North Harris Montgomery Community College District
Description: This web site lists the specific steps administrators at North Harris Montgomery Community College District (NHMCCD) take to operate their articulation/tech prep program. Administrators in Texas planning or operating an articulation program would find this checksheet useful. See the the checksheet at http://www.nhmccd.cc.tx.us/groups/easd/cs/articula/checklst.htm. (KK)
Ordering: TLX-714

Title: ***Ascending to New Heights***
Edition: Vocational Education Journal, vol. 71, n.1, p.31-33,55, Jan 1996
Author: Haynes, D., Coomer, C.
Date of Publication: January, 1996
Publishers: Alexandria, Virginia: American Vocational Association
ERIC DRS No.: ERIC Document Reproduction Service No. EJ 514 440
Description: This article reports on efforts of the National Board for Professional Teaching Standards to create certification standards and assessments for 30 teaching areas in vocational education. The authors include summary statements for the Board's proposed standards, and provide an address and telephone number for vocational-technical educators or other interested persons wanting to order a draft set of the standards. Vocational education standards provide schools with a fair and rigorous means to identify and recognize accomplished teachers and afford them better status. Requirements are knowledge of students, knowledge of subject matter, learning environment, advancing student learning, workplace readiness, balancing multiple life roles, social development, assessment, reflective practice, collaborative partnerships, contributions to the profession, and family and community partnerships. (SR)
Ordering: TLX-819
Address: American Vocational Association, 1410 King Street, Alexandria, VA 22314 (800) 826-9972, fax: (703) 683-7424

Title: ***Assessing Minority Opportunities in Technical and Vocational Education***
Series: 1990-1991 STARLINK Training Teleconferences
Author: STARLINK and El Paso Community College
Date of Publication: February, 1991
Publishers: El Paso, Texas: STARLINK
Description: The purpose of this teleconference was to address concerns about minority student retention. The intended audience are counselors, administrators, technical/occupational faculty and students. The presentation includes a keynote address by Lena Guerrero, Texas Railroad Commissioner. Model programs from Texas State Technical Institute (TSTI) in Harlingen, El Paso Community College, and Austin Community College were presented. An overview of project MOVED (Minority Opportunities in Vocational Education) was presented. Panelists include Gaynell Gainer, professor at St. Phillips College in San Antonio, Alfonso Guillen, Jr., instructor at T.S.T.I.,

Harlingen, Robert J. Martin, Jr., Director of MOVED, Alfredo Salas, instructor at El Paso Community College, and Earnest Sessions, instructor at Austin Community College. (AP)

Ordering: TLX-510 , 90 minute videotape, $20.00 (in state)

Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Assessing Minority Opportunities in Vocational Education (MOVED): A Research Report***

Author: El Paso Community College

Date of Publication: 1991

Publishers: El Paso, Texas: El Paso Community College

ERIC DRS No.: ERIC Document Reproduction Service No. ED 341 447

Description: This research report describes a two-year study of student and faculty perceptions of factors that enhance or impede student progress in the successful completion of a technical-occupational program in four public community colleges and one technical college in Texas. Survey instruments were distributed to minority faculty and minority students in technical-occupational programs at the participating colleges. During the second year of the project, modified surveys were administered to white non-Hispanic faculty and white non-Hispanic students at the same institutions. The institutions were selected because their faculty represented nearly 50% of the minority technical-occupational faculty in the state. The student surveys examined demographic variables; reasons for entering programs; satisfaction with remediation, college programs, and services; self-reported basic skills levels; perceptions concerning the qualities of good instructors; and reasons for persisting to program completion. The faculty surveys were developed to examine faculty perceptions of the same variables. Based on study findings, recommendations were developed for further demographic research; improving faculty involvement with students; recruiting more under-represented minority students into specific programs; increasing retention services; and tailoring financial aid programs to those in technical/occupational course tracks. This project report includes an overview of the project; a review of workforce data; an examination of student retention factors; a detailed analysis of survey results; study recommendations; data tables; the survey instruments; and a 38-item bibliography. (Perkins grant no.: 11130007) (SR)

Ordering: TLX-194, 77 pages, $8.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Assessment of Competency-Based Instruction in Mental Health Technology: Executive Summary***

Series: Assessment of Competency-Based Instruction in Mental Health Technology

Author: Grayson County College

Editors: Linn, L.

Date of Publication: June, 1995

Publishers: Denison, Texas: Grayson County College

Description: This executive summary describes a statewide study which was done to determine if Mental Health Technologies programs are competency based, and the extent of use and the effectiveness of performance standards. Project overview, goals, objectives, history, outcomes, conclusions, and recommendations are given. Included in the appendices are: brochure of the project; a list of Texas public community and technical

colleges participating in the project; summary of responses to the survey; final round of competencies; and field testing results. Related product: final report. (Perkins grant no.: 55130004) (SR)

Ordering: TLX-80, 45 pages, $4.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Assessment of Competency-Based Instruction in Mental Health Technology: Final Report, 1995***

Series: Assessment of Competency-Based Instruction in Mental Health Technology

Author: Grayson County College

Editors: Linn, L.

Date of Publication: June, 1995

Publishers: Denison, Texas: Grayson County College

Description: This final report documents a statewide study done to determine if the Mental Health Technologies programs are competency based and the extent and use of the effectiveness of performance standards. Included in this report are brief chapters on introduction and background, procedure to achieve the objectives of the project (21 pages), presentation of findings (29 pages), summary, conclusions, and recommendations. The appendices include: final round of competencies; example of assessment questionnaire; a list of Texas public community and technical colleges participating in research project; quarterly reports, agendas, and minutes; responses and degree of implementing data for deans, instructors, and adjuncts; third party evaluation; and SCANS (Secretary's Commission on Achieving Necessary Skills) workplace competency skills. Related product: executive summary. (Perkins grant no.: 55130004) (SR)

Ordering: TLX-81, 200 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Assessment of Competency-Based Instruction: Summary Report***

Author: University of North Texas

Editors: Lovelace, B. E.; LaBrecque, S. V.

Date of Publication: 1993

Publishers: Denton, Texas: University of North Texas

ERIC DRS No.: ERIC Document Reproduction Service No. ED 366 771

Description: This summary report documents the extent to which competency based instruction (CBI) has been implemented in postsecondary level vocational/technical education programs and courses throughout Texas. Questionnaires were mailed to the occupational education deans and directors of 69 public community and technical college campuses. Each dean or director distributed the questionnaire to each chair or leader and one instructor of each occupational preparation program. Forty institutions returned completed questionnaires. Although more than 90% of the responding institutions were using competencies from the workplace when developing their curricula, less than 40% were using occupational competency examinations to determine students' achievement. The biggest barriers to implementation of CBI were: faculty members' fears that CBI will make new demands on their time, no provision of release time for faculty to develop a CBI system format, and few states provided incentives for development and maintenance of CBI. It was recommended that the Texas Higher Education Coordinating Board establish and use program standards for CBI and conduct or contract for professional development activities and/or programs to

develop the knowledge and skills needed to implement and maintain CBI. Appended are the first-round Delphi scores, sample assessment questionnaires, list of participating community and technical colleges, and model for evaluating CBI. (Perkins grant no.: 33130001) (SR)

Ordering: TLX-175, 118 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: *At Your Service*

Edition: Vocational Education Journal, vol. 71, no.2, p.32-35, Feb 1996

Author: Thiers, N.

Date of Publication: February, 1996

Publishers: Alexandria, Virginia: American Vocational Association

ERIC DRS No.: ERIC Document Reproduction Service No. EJ 517 292

Description: This article describes the retail sales, hospitality, and tourism occupations. Some of the aspects that are looked at in this article are: place of employment, education and training needs, and salary scale. (SR)

Ordering: TLX-821

Address: American Vocational Association, 1410 King Street, Alexandria, VA 22314 (800) 826-9972, fax: (703) 683-7424

Title: ***Attitudes and Recommendations of Horticultural Educators toward Tech Prep Programs in Texas***

Author: East Texas State University

Editors: Hurley, W. K. S.

Date of Publication: 1994

Publishers: Texas: East Texas State University

Description: This dissertation is the result of a study done to investigate the attitudes of secondary and postsecondary horticulture educators with regard to tech-prep education in Texas. Three hundred seventy-four educators were surveyed and 162 responded, answering 15 research questions. The findings indicated that high school, community college, and university horticulture educators agreed on issues such as current training needs of the industry, transfer agreements between postsecondary institutions, involvement of state agencies with regard to tech-prep, student recruitment, and cooperation between educational institutions. The study concluded that all groups supported the tech-prep concept and its development. It was also found that among the educators, high school and university educators had stronger ties than community college educators, and a higher rate of apathy existed for high school horticulture educators than postsecondary educators. (RR)

Ordering: TLX-142, 131 pages, Order No. AAC 9510956

Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Attitudes of Postsecondary Vocational Technical Instructions Toward Two Age Groups of Adult Students (Age Discrimination)***

Author: University of Georgia

Editors: Melichar, B. E.

Date of Publication: 1993

Publishers: University of Georgia

Description: This thesis describes the results of a study done to determine the attitudes of full time faculty members of postsecondary vocational technical education toward two age groups of adults enrolled in daytime occupational programs. Questionnaires were used as tools for the study. Out of a total of 54 questions, traditional students were rated more positively on six items. Nontraditional students were rated more positively on 25 items. The study concluded that: instructors have a more positive attitude toward nontraditional students; and the age, years of experience, and level of education have no bearing on the attitude of instructors. (RR)
Ordering: TLX-135, 128 pages, Order No. AAC 9320706
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Automotive Technician Curriculum Guide***
Author: Texas A&M University
Publishers: College Station, Texas: Texas A&M University
Description: This site contains a complete detailed competency based curriculum guide for an automotive technician program. Educators can only browse this site. The web site is at http://www-ims.tamu.edu/taaa.htm (KK)

Title: ***Balancing Work and Family Life***
Series: ERIC Digest No. 110
Author: Kerka, S.
Date of Publication: 1991
Publishers: Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University
Description: This ERIC digest discusses smaller families, increasing number of working women, nontraditional family patterns, and changing values as the factors which are spurring a growing awareness of the interdependence of family and work life. Career and vocational educators as well as employers face the challenge of preparing people with the attitudes and skills needed for successful integration of work and family life. This digest looks at some programs and practices in secondary home economics and career development and counseling for adults that deal with this subject. Essential curricular elements and strategies are highlighted, and benefits for individuals, employers, and society are identified. (SR)
Ordering: TLX-294, 2 pages, no charge
Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title: ***Barrier Free in Brief: Laboratories and Classrooms in Science and Engineering***
Author: American Association for the Advancement of Science
Date of Publication: 1991
Publishers: Washington, D.C: American Association for the Advancement of Science
Description: This guide is meant to assist professors, administrators, and university laboratory directors to incorporate the needs of students with disabilities in their science and engineering programs. It provides information and resources on adapted facilities, teaching styles, and general accessibility. The topics covered are: barrier free laboratories, accommodations in the classroom and laboratory, and building access checklist. Also included are resources such as, scientists and engineers with

	disabilities, accessible labs and classrooms, and institutions helping students with various kinds of disabilities. (RR)
Ordering:	TLX-576, 36 pages
Address:	American Association for the Advancement of Science, 1333 H Street, N. W., Washington, DC 20005

Title:	***Bilingual Technical Preparation Project: Final Report, 1991***
Author:	El Paso Community College
Date of Publication:	August, 1991
Publishers:	El Paso, Texas: El Paso Community College
Description:	This final report describes a project to develop a bilingual open-entry/open-exit curriculum (competency based) for Limited English Proficiency (LEP) and other limited proficiency students. The curriculum covers basic principles of math and industrial physics necessary for successful participation in technical degree and certificate programs. The report includes an introduction and brief sections covering objectives, accomplishments, evaluation, and recommendations. The appendices include a copy of the pamphlet distributed to students, samples of project correspondence, and a copy of the transparency shown as part of the presentation. (Perkins grant no.: 11110004) (SR)
Ordering:	TLX-66, 50 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Bilingual Vocational Education***
Series:	Trends and Issues Alerts
Author:	Kerka, S.
Date of Publication:	1992
Publishers:	Columbus,Ohio: ERIC Clearinghouse for Adult, Career, and Vocational Education.
Description:	This ERIC digest describes bilingual vocational education, its components, recent trends, and resources including models, references, assessment instruments, and sources of funding. (PP)
Ordering:	TLX-192, 2 pages, no charge
Address:	ERIC Clearinghouse for Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210 800-848-4815

Title:	***Building a Preferred Future with Tech Prep Systems***
Series:	MDS-713
Author:	Bragg, D. D., Kirby, C. L., Puckett, P. A., Trinkle, K. A., and Watkins, L.
Date of Publication:	October, 1994
Publishers:	Berkeley, California: The National Center for Research in Vocational Education (NCRVE)
Description:	Perspectives, core concepts, and processes needed to develop a shared vision of tech-prep are presented in this publication. Practical ideas on tech-prep planning and implementation are offered for local practitioners to construct new tech-prep systems. The first two sections discuss efforts to restructure education, a rationale for creating new tech-prep systems, and six core concepts that can provide a foundation for building those systems. The third section on implementing tech-prep systems focuses on processes, perspectives, and strategies that can be used to plan, implement, and evaluate tech-prep initiatives. (SR)

Ordering: TLX-774, MDS-713, 119 pages, $7.50
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Building a Quality Workforce: An Agenda for Postsecondary Education. A Report of the SHEEO Committee on Workforce Preparation.***
Author: State Higher Education Executive Officers Association
Date of Publication: September, 1992
Publishers: Denver, Colorado: State Higher Education Executive Officers Association
ERIC DRS No.: ERIC Document Reproduction Service No. ED 351 534
Description: This a report by the State Higher Education Executive Officers Association (SHEEO) suggesting five areas through which higher education can work in partnership with elementary and secondary education, business, industry, labor, and government to build and support a quality workforce, college, and work connections; 3) skills assessment; 4) state planning and coordination; and 5) incentives and accountability. Also included is a section containing 92 citations to other reports on educational quality and skill needs. (RR)
Ordering: 60 pages
Address: ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110 Springfield, VA 22153-2852 (800) 443-ERIC

Title: ***Business Alliance Conference: El Paso Airport Hilton: February 7, 1995***
Author: Upper Rio Grande Tech Prep Consortium
Date of Publication: February, 1995
Publishers: El Paso, Texas: El Paso Community College
Description: This workshop handout is from a conference on utilizing business alliances to provide better academic and technical training for employment and advancement in demand occupations. It includes a conference agenda; a job shadowing model and evaluation sheet; details on job school-to-work transition internships and an accompanying job worksheet and evaluation sheet; details on registered apprenticeships and a parent's consent form; and a SCANS (Secretary's Commission on Achieving Necessary Skills) checklist. A participants list and some promotional material are also attached. Related document: Business Alliance Conference Priorities. (RR)
Ordering: TLX-659, 30 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Business and Education Transition Alliance (BETA): Opening Doors to Career Opportunities for At-Risk Youth***
Edition: Office of Student Services' BRIEF, vol. 8, no. 1, May 1996
Author: Stroup, P.
Date of Publication: May, 1996
Publishers: Champaign, Illinois: The National Center for Research in Vocational Education (NCRVE), Office of Special Populations
Description: This brief highlights the Business and Education Transition Alliance (BETA) program from the Boulder Valley School District in Colorado. BETA is a program for at-risk students, special education and other members of special populations, and postsecondary individuals with disabilities referred by adult service agencies. It

prepares students to fill specific job openings that have been identified in partner companies. This program has been judged as a model school-to-work transition program by the Program Effectiveness Panel (PEP). This brief provides a description of BETA, its mission and program components, and replication of the BETA model. The key feature of the program is an effective business education partnership, with both committed to working together and sharing responsibility. (SR)

Ordering: TLX-829, 6 pages

Address: National Center for Research in Vocational Education, Office of Special Populations, University of Illinois, 345 Education Building, 1310 South Sixth Street, Champaign, IL 61820 (217) 333-0807

Title: ***Business Computer Applications: Curriculum Guide***

Author: Austin Community College

Editors: Cook, V., Visage, K., Gregory, A., Foster, S. E.

Publishers: Austin, Texas: Austin Community College

Description: This curriculum guide provides the basis for mastering the competencies for Business Computer Applications. The topics it covers are: 1) Concepts and skills related to computer operations; 2) Word processing; 3) Spreadsheet applications; 4) Database management; 5) Advanced software applications; 6) Social implications. Sample materials and sample tests are also included. The appendices contain assessments on entrepreneurship, human relations and personal development, leadership, personal business management, safety, and successful employment. (RR)

Ordering: TLX-543, 115 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Business Information Processing: Curriculum Guide***

Author: Austin Community College

Editors: Cook, V., Foster, S. E., Rodier, B., Visage, K.

Publishers: Austin, Texas: Austin Community College

Description: The purpose of this guide is to develop a curriculum to introduce the concepts of word processing and basic text editing skills through instruction and hands-on training using industry-based word processing software. A secondary purpose is to test proofreading and language arts skills. The guide includes lesson plans and teaching suggestions for language arts, word processing, machine transcription, numeric keypad and business math applications, records and database management, spreadsheet applications, desktop publishing and presentation graphics and telecommunications. Sample exercises and tests are included in the appendices. (RR)

Ordering: TLX-412, 130 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Business-Education Resource Guide Impacting Curriculum***

Author: Upper Rio Grande Tech Prep Consortium

Publishers: El Paso, Texas: Upper Rio Grande Tech Prep Consortium

Description: This resource guide for Upper Rio Grande Consortium educators serves as a directory of local businesses and organizations willing to be actively involved in the educational process. Businesses are categorized by how they wish to participate: as guest speakers, internship sites, mentors, shadowing sites, or other supporting functions.

	The guide also describes the process of how businesses were selected for the directory. (CG)
Ordering:	TLX-656, 20 pages, $2.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title:	***But I've Been Doing This for Years: Informal Integration of Vocational and Academic Education Pilot Test Report***
Series:	MDS-870
Author:	Roegge, C. A.
Date of Publication:	August, 1995
Publishers:	Berkeley, California: The National Center for Research in Vocational Education (NCRVE)
ERIC DRS No.:	ERIC Document Reproduction Service No. ED 384 804
Description:	This pilot study is the first phase of a two-year research of individual teachers who provide integrated instruction for their students, with the goal of uncovering genuinely innovative tips and techniques that may be emulated by others. This document contains interviews with early innovators, teachers who recognized the advantages of integrating the vocational and academic aspects of their instruction prior to the influence of state and national initiatives. The research project that informed this report examined the following questions through the use of detailed interviews: What strategies did these early innovators discover; Do their methods lie outside of the current body of knowledge on the subject of integration. This document includes a list of references, site selection interview guide, and on site interview guide. (SR)
Ordering:	TLX-629, 17 pages, $3.50, MDS-870
Address:	NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title:	***CADRE Training for Personnel Delivering Services (ADA): Final Report, 1995***
Author:	Texas State Technical College - East Texas Center at Marshall
Editors:	Porter, D.
Date of Publication:	January, 1995
Publishers:	Marshall, Texas: Texas State Technical College
Description:	This project is intended for personnel serving students with disabilities enrolled in community and technical colleges throughout Texas. This final report includes a brief executive summary, a narrative report, conclusions, and recommendations. Also included is a detailed final evaluation report. Appendices include the following: advisory board and minutes, letters of correspondence for training, summary of areas of interest-- questions and answers, statements of commitment, a compiled evaluation of the CADRE training, and follow-up letters. Also available is the training manual. (Perkins grant no.: 55120005) (SR)
Ordering:	TLX-523, 120 pages, $10.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***CADRE Training for Personnel Delivering Services (ADA): Manual***
Author:	Texas State Technical College - East Texas Center at Marshall
Editors:	Porter, D.
Date of Publication:	January, 1995

Publishers: Marshall, Texas: Texas State Technical College
Description: This manual is intended for personnel serving students with disabilities enrolled in community and technical colleges throughout Texas. The contents of this manual include: legislation; specific disability categories; disability awareness/etiquette; support program development, student communication issues; employment issues; presentation skills for training the trainer; and resources for faculty to use in dealing with students with disabilities, such as assistive technology training module. A final report is also available. (Perkins grant no.: 55120005) (SR)
Ordering: TLX-36, 650 pages, $29.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Capital Area Tech-Prep Consortium: Annual Report, 1994***
Author: Capital Area Tech-Prep Consortium
Editors: Key, C., North, J. E., Gebert, K.
Date of Publication: 1994
Publishers: Austin, Texas: Austin Community College
Description: This final report describes the accomplishment of the Capital Area Tech-Prep Consortium in developing and implementing a tech-prep system in the Austin area. The objectives of the consortium were: 1) to increase service to secondary and postsecondary students by providing sequences of state-of-the-art courses which prepare marketable skills achievers for priority jobs; 2) to improve programs through increased interaction between the consortium and the public-sector; 3) to document student outcomes and strive to increase student retention; 4) to leverage human and financial capital through sharing resources, accelerating professional development for teachers, counselors, and administrators, emphasizing performance standards and upgrading facilities by using a range of funding resources; 5) to serve employers through a 50/50 partnership in which they help develop programs of study; 6) to advertise about employment opportunities; and 7) to coordinate with tech-prep consortia throughout Texas and the United States. The report describes the consortium's structure and governance, its financial plan, its associates, its curriculum development and articulation activities, agenda, and minutes of meetings. The appendices includes background information, articles, checklist of key questions, school-to-work model and integration professions curriculum. (Perkins grant no.: 44170037) (RR)
Ordering: TLX-409, 353 pages, $22.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Capital Area Workforce Alliance (CAWA): 1996 Labor Market Report***
Author: Capital Area Workforce Alliance
Date of Publication: 1996
Publishers: Austin, Texas: Capital Area Workforce Alliance
Description: Quality Workforce Planning is a partnership established between employers, educators, and training providers in the Capital Region to develop a skilled and educated workforce that will enhance Texas' economic development and our state's ability to compete in a global economy. This report is the 1996 labor market information report of key industries and targeted occupations for the Capital Region. A disk containing the main LMI report with a full explanation and documentation of CAWA's planning process and LMI recap report & survey is available in both Word and WordPerfect. Also available is a copy of the survey sent out to employers to research needs in the realm of workforce development for 1996 and a table (6 pages) compiled from the survey

	with the job type, education required, wage per hour, and the employer. (SR)
Ordering:	TLX-711, $2.00 (disk), 6 pages
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Career academies: Educating urban students for career success***
Series:	ERIC Digest No. 84
Author:	Burnett, G.
Date of Publication:	December, 1992
Publishers:	New York, NY: ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education
Description:	This ERIC digest contains a discussion of the history, attributes, participants, staffing, business involvement, and evaluation of career academies. (PP)
Ordering:	TLX-191, 2 pages, no charge
Address:	ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (212)678-3433

Title:	***Career Development and Planning for Single Parents and Displaced Homemakers, Based on the National Career Development Competencies***
Author:	Dougherty, B.
Date of Publication:	March, 1993
Publishers:	Washington, DC: National Alliance for Partnerships in Equity Professional Development Institute
Description:	This handout, developed by the Vocational Studies Center in 1991, presents a career planning curriculum for adults. The curriculum utilizes a set of eleven adult career development competencies created by the National Career Development Guidelines. This curriculum also provides preparatory competencies enabling targeted populations such as single parents and displaced homemakers to enter vocational-technical programs leading to associate degrees or certificates. (SR)
Ordering:	TLX-642, 20 pages, no charge
Address:	Barbara Dougherty, Center on Education and Work, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, WI 53706, 608-263-3152

Title:	***Career Development Through Self-Renewal***
Series:	ERIC Digest No. 138
Author:	Lankard, B. A.
Date of Publication:	1993
Publishers:	Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University
Description:	This ERIC digest maintains that many adults have had to reconsider their careers and readjust their career expectations. This digest examines several perspectives on life cycles and change and presents strategies for negotiating change through self-renewal. It also suggests a process for applying these strategies to career development. (SR)
Ordering:	TLX-313, 2 pages, no charge
Address:	ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815

Title:	***Career Education and Applied Academics***
Series:	ERIC Digest No. 128
Author:	Wonacott, M. E.
Date of Publication:	1992
Publishers:	Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University
Description:	This ERIC digest discusses career education, a concept introduced in the 70s. It is intended to prepare each individual to select and engage in productive and satisfying work throughout life. This digest discusses career education, its relevance today, effective career education techniques, and how the benefits of career education can be maximized. (SR)
Ordering:	TLX-307, 2 pages, no charge
Address:	ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815

Title:	***Career Education For A Global Economy***
Series:	ERIC Digest No. 135
Author:	Kerka, S.
Date of Publication:	1993
Publishers:	Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University.
Description:	This ERIC Digest addresses the following questions on career education as it relates to global economy: 1) What is the global economy? 2) What skills will people need to participate in it? 3) How can a refocused career education contribute to educational reform and competitiveness? Kerka points out that career educators can collaborate with vocational and academic educators and employers in documenting skills needed for work and infusing them in a multidisciplinary approach. (PP)
Ordering:	TLX-188, 2 pages, no charge
Address:	ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title:	***Career Education Revisited: Implications for the 1990s***
Series:	Information Series No. 353
Author:	Terry, A. F., & Hargis, N.
Date of Publication:	1992
Publishers:	Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment
Description:	This publication reviews career education by focusing on the four program models developed through the U.S. Office of Education during the 1970s: the school-based, employer-based, home-based, and residential-based models. The following critical issues for shaping career development in the 21st century are presented: 1) a need for systematic research on the effectiveness of career education and development, 2) teacher and counselor preparation, 3) counselor certification and licensure, 4) multicultural awareness, and 5) school-to-work transition for at-risk youth. It offers recommendations for research that give direction and strength for the career development of youth and adults in the 21st century. (SR)

Ordering: TLX-643, 34 pages, $4.75 plus $3.50 for shipping and handling
Address: Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, 614-292-4277, 800-848-4815

Title: ***Career guidance and counseling: Recent legislation***
Edition: Office of Student Services' BRIEF, vol. 6, no. 3
Author: Cunanan, E., & Maddy-Bernstein, C.
Date of Publication: January, 1995
Publishers: Champaign, Illinois: The National Center for Research in Vocational Education (NCRVE), Office of Special Populations
Description: This BRIEF highlights career guidance and counseling provisions contained in the Perkins Act and the School-to-Work Opportunities Act. It provides a discussion of these provisions in both laws pertaining to the following areas: 1) definition, 2) targeted population, 3) activities and services, and 4) professional development. A table of the career guidance and counseling provisions in both federal laws is presented. (SR)
Ordering: TLX-644, 6 pages, no charge
Address: National Center for Research in Vocational Education, Office of Special Populations, University of Illinois, 345 Education Building, 1310 South Sixth Street, Champaign, IL 61820, 217-333-0807

Title: ***Career Information Hotline***
Author: Texas State Occupational Information Coordinating Committee (SOICC)
Publishers: Austin, Texas: Texas SOICC
Description: The Career Information Hotline 1-800-822-PLAN (7526) provides career information. It is designed to aid students in making career decisions based on accurate, up-to-date information. It provides such information as emerging careers, how much education is required for various fields, expected salary levels, and where to get various types of training. (JA)
Ordering: TLX-250
Address: Texas SOICC, Travis Building, Suite 205, 3520 Executive Center Drive, Austin, TX 78731-1637, (512) 502-3750 or call Hotline: 1-800-822-7526

Title: ***Career Resource Centers***
Series: ERIC Digest No. 137
Author: Wagner, J. O.
Date of Publication: 1993
Publishers: Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University.
Description: This ERIC digest discusses Career Resource Centers (CRCs) which offer information, materials, and services to individuals interested in career planning and development. Possible sources of materials for inclusion in a career resource center are given. Organizational and staffing procedures are provided. (PP)
Ordering: TLX-189, 2 pages, no charge
Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title: *Career Student Personalized Portfolio Assessment*
Author: Delaware Consortium on Technical Preparation Programs
Editors: Campbell, J. R.
Publishers: Dover, Delaware: Delaware Consortium on Technical Preparation Programs
Description: This portfolio is meant to assist students plan their future and review their career decisions. It is a workbook to be filled in as students develop career plans. Topics covered are entitled: 1) Self identification; 2) Educational Development; 3) Program of study; 4) Academic projects; 5) Technical Projects; 6) Awards and honors; 7) Career concept development; 8) Student diary and comments; 9) Post high school plan; and 10) Resume development. (RR)
Ordering: TLX-577, 38 pages
Address: Delaware Consortium on Technical Preparation Programs, 371-A West North Street, Dover Delaware 19904 (302) 739-6163

Title: *Career Success: Are You on Target?*
Author: Texas State Occupational Information Coordinating Committee (SOICC)
Editors: Andreas, C.
Date of Publication: 1995
Publishers: Austin, Texas: Texas SOICC
Description: This newspaper tabloid is designed for high school students who are in the process of making career choices. Articles deal with numerous topics relevant to career decision-making: budgeting, educational options, goal setting, decision-making steps, stress, career information sources, generic job descriptions, and scheduling. Texas SOICC offers the toll-free hotline, Career Questions 1-800-822-PLAN. (JA)
Ordering: TLX-227, 40 pages, $.35
Address: Texas SOICC, Travis Building, 3520 Executive Center Drive, Suite 205, Austin, TX 78731, (800) 822-7526

Title: *Careers for the 21st Century*
Author: Texas State Occupational Information Coordinating Committee (SOICC)
Date of Publication: 1995
Publishers: Austin, Texas: Texas SOICC
Description: This four volume video series is designed as a tool for educators (teachers, librarians, or counselors) to use to prepare students for the workplace of the 21st century. It provides an accurate understanding of the real world of work, the occupations in demand, and the educational preparation needed to get jobs. The series offers 19 hours of video, featuring 160 occupations in a fast-paced MTV format. Multicultural role models are provided. The focus is on occupations in demand, including high tech jobs, and features actual work settings. (JA)
Ordering: TLX-248, 4 videotapes
Address: Lorna Harrison, Texas SOICC, Travis Building, Suite 205, 3520 Executive Center Drive, Austin, Texas 78731 (512) 502-3750, fax: (512) 502-3763

Title: *Case by Case*
Series: MDS-886
Author: Schmidt, B. J.
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: Lack of open communications is a great barrier to curriculum integration. Years of turfism and lack of support hinder the needed collaboration between school personnel.

This article highlights results from a study of ten schools exemplary for their integration successes. Anecdotes from these schools describe strategies like team teaching and using the community as a resource, and characteristics like persisting in the face of difficulties and commitment making all the difference. The case studies (series, MDS-780) include questions to help educators explore why situations developed and how things might be done differently, and how successful practices can be adapted to other schools. This article discusses the use of the case studies as a professional development tool for teachers, guidance counselors, and administrators working on integrated curricula. Talking about situations that may arise opens up communication and accelerates the integration process. (SR)

Ordering: TLX-633, $2.00

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Chemical Operations Technology, Curriculum Development Project: Final Report, 1995***

Series: Chemical Operations Technology, Curriculum Development Project

Author: Texas State Technical College - East Texas Center at Marshall

Editors: Kajstura, A.

Date of Publication: August, 1995

Publishers: Waco, Texas: Texas State Technical College

Description: This final report describes a project to develop a model curriculum program for an Associate of Applied Science Degree in Chemical Operations Technology. The report includes an executive summary and an overview of the project, introduction, background information, project objectives, methodology, preliminary findings, mail survey process, and summary and conclusions of survey results. The appendices include: industrial needs survey results, competencies analysis survey results, list of companies surveyed, curriculum and course descriptions for quarter and semester format, and competencies and courses matrix (which is also the project product). Related product: Curriculum Guide. (Perkins grant no.: 55110005) (SR)

Ordering: TLX-59, 94 pages, $8.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Chemical Operations Technology, Curriculum Development Project: Curriculum Guide***

Series: Chemical Operations Technology, Curriculum Development Project

Author: Texas State Technical College - East Texas Center at Marshall

Editors: Kajstura, A.

Date of Publication: August, 1995

Publishers: Waco, Texas: Texas State Technical College

Description: This curriculum guide was developed as a model curriculum program for an Associate of Applied Science Degree in Chemical Operations Technology. The guide contains: curriculum and course descriptions for quarter and semester format, competencies, and courses matrix . Related product: final report. (Perkins grant no.: 55110005) (SR)

Ordering: TLX-60, 32 pages, $4.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Child Development Associate Credential Curriculum and Technical Assistance Project: Final Narrative Report, 1993***
Series: Child Development Associate Credential Curriculum and Training Project
Author: San Antonio College
Editors: Catalani, J. C.
Date of Publication: 1993
Publishers: San Antonio, Texas: San Antonio College
ERIC DRS No.: ERIC Document Reproduction Service No. ED 371 826
Description: This final report of the Child Development Associate Credential Curriculum and Technical Assistance Project contains a description of the project. Seven appendices contain 1) the advisory board committee meeting minutes; 2) the guide evaluation form; 3) a CDA Credential survey; 4) technical assistance forms; 5) technical assistance data; 6) activity evaluation forms; and 7) examples of publicity efforts. Related products: Final report, 1992 and a Facilitator's Guide. (Perkins grant no.: 33110007) (SR)
Ordering: TLX-178, 74 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Child Development Associate Credential Curriculum and Training Project: Final Report, 1992***
Series: Child Development Associate Credential Curriculum and Training Project
Author: San Antonio College
Editors: Larson, B.
Date of Publication: 1992
Publishers: San Antonio, Texas: San Antonio College
Description: This is the final report of a project to develop an instructor's manual with active learning and teaching techniques for the Child Development Associate (CDA) program. Project description and goals are given. Appendices include survey and evaluation forms, workshop information, brochure of the CDA program, and publicity information. Related product: a Facilitators' Guide to Active Learning Techniques and 1993 Final Report. (Perkins grant no.: 22110003) (SR)
Ordering: TLX-27, 40 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Child Development Associate Credential Facilitator's Guide to Active Learning Techniques, 1992***
Series: Child Development Associate Credential Curriculum and Training Project
Edition: 1992 ed.
Author: San Antonio College
Editors: Larson, B. & Catalani, J. C.
Date of Publication: 1992
Publishers: San Antonio, Texas: San Antonio College
Description: This facilitator's guide describes active learning and teaching techniques for the Child Development Associate (CDA) Training Program. The manual has a brief section on active learning for instructors with some icebreaker tips and general feedback methods. The lesson plans include an opening activity, main activities, and feedback activity for both large and small groups. Objectives were planned using Bloom's Taxonomy to ensure that the activities cover a range of cognitive complexities and that the stages include knowledge, comprehension, application, analysis, synthesis, and evaluation.

The contents of the manual include: Planning a Safe, Healthy, Learning Environment; Physical, Cognitive, Communication, and Creative; Self, Social, and Guidance; Families; Program Management; and Professionalism. Information for each learning activity includes topic, objective, name of activity, suggested materials, procedure, comments and learning styles. Related product: 1992 Final Report, 1993 Final Report. (Perkins grant no.: 22110003) (SR)

Ordering: TLX-28, 366 pages, $22.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Child Development Associate Credential Facilitators' Guide to Active Learning Techniques, 1993***

Series: Child Development Associate Credential Curriculum and Training Project

Edition: 1993 ed.

Author: San Antonio College

Editors: Larson, B. & Catalani, J. C.

Date of Publication: June, 1993

Publishers: San Antonio, Texas: San Antonio College

ERIC DRS No.: ERIC Document Reproduction Service No. ED 371 825

Description: This guide provides lesson plans for use in child development courses for CDA (child development associate) students or in separate CDA classes. Sample lesson plans are designed for three-hour classes, but activities included can be used in shorter classes. The lesson plans include an opening activity, main activities, and feedback activity for both large and small groups. Objectives were planned using Bloom's Taxonomy to ensure that the activities cover a range of cognitive complexities. The stages include knowledge, comprehension, application, analysis, synthesis and evaluation. The sections in the guide include: active learning; CDA process; Safe (safe environment to prevent and reduce injuries); Physical (equipment, activities, and opportunities to promote the physical development of children); Self (emotional security to help child know, accept, take pride in self, and develop a sense of independence); Families (maintain relationship with child's family and encourage their involvement) Program Management (candidate as manager, organizer, planner, record keeper, communicator, and cooperative coworker); Professionalism (knowledge of early childhood theories and practices, personal and professional growth); and a section of sources and resources. (Perkins grant no.: 33110007) (JA)

Ordering: TLX-42, 450 pages, $24.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Classrooms that Work: Teaching and Learning Generic Skills***

Edition: CenterFocus, no. 4

Author: Stasz, C.

Date of Publication: February, 1994

Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)n

Description: Many recent school reforms are motivated by the need to equip students with the skills necessary for success. Reformers believe that schools should teach generic skills in addition to skills and knowledge specific to a single academic discipline or occupational field. Because complex reasoning skills and work-related attitudes are critical for workplace success, researchers at the RAND Corp. including the author, studied how these skills were taught and learned in academic and vocational classrooms. Intensive

research in eight vocational and academic classrooms, taught by different teachers with students from a variety of socioeconomic and ethnic groups was done. This report focuses on those classrooms that worked based on observations and student perceptions and those that successfully imparted generic skills and attitudes. To facilitate discussion of classroom practices, an instructional model with four components were developed: instructional goals, classroom design, teaching techniques, and school context. Each of these components are discussed in detail. A list of references is also included. View the document at http://vocserve.berkeley.edu/CenterFocus/cf4.html. (SR)

Ordering: TLX-556, 8 pages, $2.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Clinical Evaluation of Health Occupations Students***

Series: 1990-1991 STARLINK Teleconferences

Author: STARLINK

Date of Publication: September, 1990

Publishers: Dallas, Texas: STARLINK

Description: This teleconference intended for faculty and administrators for health occupations programs, addressed concerns in evaluating health occupations students in clinical settings. Areas discussed are 1) how to design the evaluation instrument, 2) examples of model programs, and 3) legal issues in evaluating students. Participants include Raul Ramirez, Dean of Health and Public Services at El Paso Community College, Dr. LaCheeta McPherson, Program Director of the Medical Lab Technology Program at El Centro College, and Dr. Carrie B. Lenburg, President Creative Learning and Assessment Systems. (AP)

Ordering: TLX-503, 90 minute videotape, $20.00 (in state)

Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Cognitive Effects of Community Colleges & Four-Year Colleges***

Edition: Community College Journal, vol.66, n.3, p.35-39, Dec-Jan 1995-96

Author: Pascarella, E.

Date of Publication: January, 1996

Publishers: Washington, DC: American Association of Community Colleges

ERIC DRS No.: ERIC Document Reproduction Service No. EJ 516 693

Description: This article summarizes findings from the National Study of Student Learning of outcomes among first-year students at 18 four-year and five two-year colleges. It focuses on findings related to the relative cognitive effects of two and four-year colleges on end-of-second-year writing skills and scientific reasoning, indicating that there was a virtual parity of impact. (SR)

Ordering: TLX-815

Address: AACC, One Dupont Circle NW, Suite 410, Washington DC 20036

Title: ***College Mathematics Revitalized for Engineering Technology: Curriculum Guide for First--Year Mathematics***

Series: College Mathematics Revitalized for Engineering Technology

Author: University of Houston, College of Technology

Editors: Goodson, C. E., Miertschin, S. L.

Date of Publication: June, 1990
Publishers: Houston, Texas: University of Houston, College of Technology
Description: This curriculum guide contains mathematics modules specifically designed for students in technical programs. The modules included in this guide are: 1) Engineering and Scientific Notation; 2) About the Engineering Method of Problem Solving; 3) Solving Polynomial Equations; 4) Data Analysis: Functions and Graphs; 5) Logarithmic and Exponential Functions and Equations; 6) Characteristics of Functions; and 7) Introduction to Trigonometry: Geometry Concepts. Developmental objectives and supplementary and reference materials are included in the appendices. Related documents: College Mathematics Revitalized for Engineering Technology: Final Report. (Perkins grant no.: 11120001) (SR)
Ordering: TLX-365, 300 pages, $17.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***College Mathematics Revitalized for Engineering Technology: Final Report, 1990***
Series: College Mathematics Revitalized for Engineering Technology
Author: University of Houston, College of Technology
Editors: Goodson, C. E., Miertschin, S. L.
Date of Publication: August, 1990
Publishers: Houston, Texas: University of Houston, College of Technology
Description: This final report describes the accomplishments of this project designed to enhance student success in engineering technology courses and in adapting to a constantly changing workforce. The program developed mathematics modules for students in technical programs. The report includes a description of the goals and objectives, procedures undertaken, and the curriculum. A list of tables, objectives, and supplementary materials and references are included in the appendices. Related documents: A Curriculum Guide for First-Year Technical Mathematics. (Perkins grant no.: 11120001) (RR)
Ordering: TLX-364, 65 pages , $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Community College General Academic Course Guide Manual***
Author: Texas Higher Education Coordinating Board: Community and Technical College Division
Date of Publication: 1996
Publishers: Austin, Texas: Texas Higher Education Coordinating Board
Description: This manual is the official list of approval numbers for general academic transfer courses which may be offered by public community and technical colleges in Texas for state funding. The topics covered by this manual are entitled: 1) Changes in the Academic Course Guide Manual (ACGM); 2) Instruction: How to read and use the ACGM; 3) The Texas common course numbering system; 4) Internet/World Wide Web sources of information; 4) Unique need courses; 5) Distance learning; 6) Other sections of ACGM; 7) List of approved courses; 8) List of developmental courses; 9) List of new courses and course changes; 10) List of courses under review; 11) List of course deletions. Committee rosters, forms, and funding codes are included in the appendices. (RR)

Ordering: TLX-568, 117 pages
Address: Texas Higher Education Coordinating Board, Office of Governmental Relations/Public Information, PO Box 12788, Austin, TX 78711-2788, (512) 483-6111

Title: ***Competency Exams: Development and Administering Occupational Competency Exams: A Model***
Series: Competency Exams
Author: Paris Junior College
Editors: Lovelace, B.E., Ingram, D., Oglesby, V.
Date of Publication: June, 1993
Publishers: Paris, Texas: Paris Junior College
Description: This is a model of how to develop exams to evaluate the occupational competency of students. The model includes the goals and objectives of occupational competency testing. Definition of terms, surveys, sample exams, and a list of references are included in the appendices. Related products: Competency Exams: Student and Instructor Manuals - - Drafting and Related Occupations; Competency Exams: Student and Instructor Manuals - - Computer Science; Microcomputing Related documents, Competency Exams: Student and Instructor Manuals - - Electronics/Instrumentation Occupations, Competency Exams Student and Instructor Manuals - - Food Production Related Occupations. Also included is a discussion of federally funded skills standards projects. (Perkins grant no.: 33110005) (RR)
Ordering: TLX-378, 108 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Competency Exams: Model Procedure for Developing and Administering Competency Exams in Occupational /Technical Programs: Final Report, 1993***
Series: Competency Exams
Author: Paris Junior College
Editors: Ingram, D.
Date of Publication: June, 1993
Publishers: Paris, Texas: Paris Junior College
ERIC DRS No.: ERIC Document Reproduction Service No. ED 365 872
Description: This is a final report of a project conducted by a group of junior colleges and postsecondary technical schools in Texas to develop, pilot test, and disseminate performance criterion-referenced occupational examinations for technical occupations. This report describes how the teachers and industry personnel collaborated in developing four competency based examinations in drafting, electronics and instrumentation, food production, and microcomputer applications. A model procedure manual for developing and conducting the examinations was developed also. This document includes the final report (41 pages) and the model procedure manual (119 pages) of the project. This report includes the executive summary, objectives, results and accomplishments, evaluation report, and findings of the pilot test. (Perkins grant no.: 33110005) (SR)
Ordering: TLX-463, 160 pages, $12.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Competency Exams Student and Instructor Manuals—Computer Science Microcomputing Related Occupations***
Series:	Competency Exams
Author:	Paris Junior College
Editors:	King, M. L., Huse, V. E.,
Date of Publication:	June, 1993
Publishers:	Paris, Texas: Paris Junior College
Description:	This is a manual on how to administer exams for computer science, microcomputing and related occupations. Exam samples are included. Each exam includes the competency, performance objective, facility, materials needed, tasks for the examination, and competency exam rating sheet. Related documents: Development and Administering Occupational Competency Exams: A Model; Competency Exams Student and Instructor Manuals, Drafting and Related Occupations; Competency Exams Student and Instructor Manuals, Electronics/Instrumentation Occupations; Competency Exams Student and Instructor Manuals, Food Production Related Occupations. (Perkins grant no.: 33110005) (RR)
Ordering:	TLX-374, 200 pages, $12.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Competency Exams Student and Instructor Manuals-- Drafting Related Occupations***
Series:	Competency Exams
Author:	Paris Junior College
Editors:	Davis, H., Denison, J.,
Date of Publication:	June, 1993
Publishers:	Paris, Texas: Paris Junior College
Description:	This is a manual on how to administer exams for drafting and related occupations. Exam samples are included. Each exam includes the competency, performance objective, facility, materials needed, tasks for the examination, and competency exam rating sheet. Related products: Development and Administering Occupational Competency Exams: A Model; Competency Exams Student and Instructor Manuals - - Computer Science, Microcomputing Related Documents; Competency Exams Student and Instructor Manuals - - Electronics/Instrumentation Occupations; Competency Exams Student and Instructor Manuals - - Food Production Related Occupations. (Perkins grant no.: 33110005) (RR)
Ordering:	TLX-375, 200 pages, $12.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Competency Exams Student and Instructor Manuals—Electronics/Instrumentation Occupations***
Series:	Competency Exams
Author:	Paris Junior College
Editors:	Matson, J., Stokes, T.,
Date of Publication:	June, 1993
Publishers:	Paris, Texas: Paris Junior College
Description:	This is a manual on how to administer exams for Electronics/Instrumentation Occupations. Exam samples are included. Each exam includes the competency, performance objective, facility, materials needed, tasks for the examination, and competency exam rating sheet. Related products: Development and Administering

Occupational Competency Exams: A Model; Competency Exams Student and Instructor Manuals - - Drafting and Related Occupations; Competency Exams Student and Instructor Manuals - - Computer Science Microcomputing Related Occupations; Competency Exams Student and Instructor Manuals - - Food Production Related Occupations. (Perkins grant no.: 33110005) (RR)

Ordering: TLX-376, 200 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Competency Exams Student and Instructor Manuals—Food Production Related Occupations***

Series: Competency Exams

Author: Paris Junior College

Editors: Southworth, J., Kammerer, W. R.,

Date of Publication: June, 1993

Publishers: Paris, Texas: Paris Junior College

Description: This is a manual on how to administer exams for Food Production Related Occupations. Exam samples are included. Each exam includes the competency, performance objective, facility, materials needed, tasks for the examination, and competency exam rating sheet. Related products: Development and Administering Occupational Competency Exams: A Model; Competency Exams Student and Instructor Manuals - - Drafting and Related Occupations; Competency Exams Student and Instructor Manuals - - Computer Science Microcomputing Related Occupations; Competency Exams Student and Instructor Manuals - - Electronics/Instrumentation Occupations. (Perkins grant no.: 33110005) (RR)

Ordering: TLX-377, 200 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Competency-based Education: Outcomes Guaranteed***

Series: 1991-1992 STARLINK Training Teleconferences

Author: STARLINK and Tyler Junior College

Date of Publication: January, 1992

Publishers: Tyler, Texas: STARLINK

Description: Topics covered in this teleconference are 1) competency based naval training in Desert Storm, 2) industry's buy-in to competency based education (CBE), 3) opportunities gained from CBE, 4) CBE in Health Science Programs, 5) guaranteed outcomes, and 5) ability-based education. Speakers include Trish Winstead, President of the El Paso Manufacturer's Association, Dr. Kay Rogers, Deputy Superintendent of the Francis Tuttle VoTech Center, Alan Rasco, Dean of Health Sciences at Tyler Junior College, Dr. Jim Horton, President of North Lake College, and Dr. Georgine Loacker, professor at Alverno College. The intended audience are college faculty and administrators. (AP)

Ordering: TLX-515, 60 minute videotape, $20.00 (in state)

Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Competency-Based Instruction: Workshop Participation Handouts***

Author: Northeast Texas Community College

Editors: Travis, E.
Date of Publication: 1991
Publishers: Mt. Pleasant, Texas: Northeast Texas Community College
Description: This workshop participation handout is a product of a collaborative effort between Northeast Texas and East Texas State University. The professional development workshops offered training in developing, implementing, and evaluating competency based curriculum for technical and vocational faculty. Included in this guide are 45 workshop handouts all related to competency-based curriculum such as developing, implementing, and evaluating the curriculum. (Perkins grant no.: 11120004) (SR)
Ordering: TLX-71, 75 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Computer Assisted Job Skill Evaluation (CAJSE): Final Report, 1995***
Author: Tarrant County Junior College
Date of Publication: August, 1995
Publishers: Fort Worth, Texas: Tarrant County Junior College
Description: This final report describes the Computer Assisted Job Skill Evaluation (CAJSE) project, a computerized laboratory and clinical observation. The objective is to connect the classroom and workplace by delivering extensive and immediate feedback concerning the competency with which students execute job skills in clinical and laboratory settings. The report includes an overview of the project, objectives accomplished, evaluation study, and recommendations. An evaluation software instrument was developed. The use of notebook computers and portable printers as a means of providing immediate performance evaluations in technical/vocational career education was studied. Attached to this report are: IQ (intelligent questionnaire) software with the WriteOne Manual materials, examples of computerized evaluation instruments, and a computer disk containing the work product of this project. (Perkins grant no.: 55140006) (SR)
Ordering: TLX-207, 100 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Computer-Based Career Information Systems***
Series: ERIC Digest No. 170
Author: Imel, S.
Date of Publication: 1996
Publishers: Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education
Description: Two classes of computerized systems that provide information for career planning are computer-based career guidance system (CCGS) and computer-based career information systems (CCIS). Although they share some common features, they differ in some aspects, namely, CCIS provides labor market information, whereas CCGS teaches career development concepts online. This digest focuses on CCIS. It provides an overview of CCIS, describes some current applications, and predicts the future of CCIS. (SR)
Ordering: TLX-762, 2 pages, no charge
Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, 800-848-4815

Title:	***Computers and Career Guidance: Ride the Rising Tide***
Edition:	Occupational Outlook Quarterly., vol. 39, no. 4, p. 16-27, Winter 1995-96
Author:	Mariani, M.
Date of Publication:	1995
Publishers:	Washington, DC: Bureau of Labor Statistics
Description:	This journal article describes features of Career Information Delivery Systems (CIDS), including assessment, occupational searching, occupational information, and educational information. Mariani provides examples showing how CIDS may be used effectively as part of a counseling program or integrated into a high school or college career development curriculum. The article includes lists of addresses and telephone numbers for the reader wanting to learn more about CIDS. An attached table shows the number of CIDS sites nationally (1994) by type of site. (CG)
Ordering:	TLX-825
Address:	Superintendent of Documents, P. O. Box 371954, Pittsburgh, PA 15250-7954, (312) 353-1880

Title:	***Cooperative Education as a Strategy for School-to-Work Transition***
Edition:	CenterFocus, no. 3
Author:	Ascher, C.
Date of Publication:	January, 1994
Publishers:	Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description:	As the nation struggles with developing policies for a school-to-work transition system, it may be helpful to draw from existing lessons on education and training strategies. Cooperative education is the oldest of these programs. This report considers several critical policy issues in cooperative education as it is practiced at the high school level: program costs, preparation of teachers and the training of employers to participate in the program, and the effect of the program on students' employment, school persistence, and social development. It also looks at various components of a quality coop program. A list of references is also included. View the document at http://vocserve.berkeley.edu/CenterFocus/cf3.html. (SR)
Ordering:	TLX-555, 8 pages, $2.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Counseling Culturally Different Students in the Community College***
Edition:	Community College Journal of Research and Practice, vol. 20, n.1, p.9-21, Jan-Feb 1996
Author:	Do, V. T.
Date of Publication:	February, 1996
Publishers:	Bristol, Pennsylvania: Taylor & Francis Ltd.
ERIC DRS No.:	ERIC Document Reproduction Service No. EJ 518 552
Description:	This article examines the function of community college counselors in the context of immigrant students. It argues that colleges should provide students with separate English-as-a-Second-Language orientations, and that counselors should assist students in understanding the American job market and encourage students to familiarize themselves with American pedagogy. (SR)
Ordering:	TLX-811
Address:	1900 Frost Road, Suite 101, Bristol, PA 19007-1598 (215) 785-5800, fax: (215) 785-5515

Title:	***Counseling in Technical and Vocational Education: The Teamwork Approach***
Series:	1990-1991 STARLINK Teleconferences
Author:	STARLINK
Date of Publication:	March, 1991
Publishers:	Dallas, Texas: STARLINK
Description:	This teleconference intended for college faculty, administrators, and counselors and advisors, was a workshop that promoted communication and teamwork between technical and vocational faculty and counselors through a series of four exercises. The concluding exercise was creating an action plan for the local community. Facilitators are Harry Drier, a nationally known leader in the field of career and vocational counseling and guidance, Leanne Pollock, Counseling Coordinator at North Harris County College, and Richard Delgado, an instructor at San Antonio College. (AP)
Ordering:	TLX-508 , 90 minute videotape, $20.00 (in state)
Address:	STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title:	***Counselor Role and Educational Change: Planning, Integration, and Basic Skills***
Author:	School of Occupational and Educational Studies, Colorado State University
Date of Publication:	1992
Publishers:	Fort Collins, Colorado: School of Occupational and Educational Studies, Colorado State University
Description:	In 1990, The U.S. Department of Education funded a Colorado State University project to develop, field test, and disseminate materials designed for preservice education programs - - one for vocational teacher educators and one for counselor educators - - to focus on integrating basic skills into vocational education. The project produced this preservice curriculum designed to provide future counselors the expertise to assist students plan for and acquire the needed basic skills. The design and development of the curriculum materials, which were guided by a group of national experts in the field, were thoroughly reviewed and field tested prior to publication. The series includes a literature review in addition to the following six curriculum books: 1) Instructor's Manual; 2) Preparing Counselors to Serve Diverse Students; 3) Basic Skills, Integration, and the School Counselor; 4) Planning for Success in Tomorrow's Workplace; 5) Comprehensive School Counseling and Guidance Programs; and 6) Educational Change and Counselor Renewal. The comprehensive set of materials includes a wealth of information to assist the counselor educator to plan and teach all facets of the curriculum. Book two is accompanied by a video. (SR)
Ordering:	TLX-639, Instructor's Manual $10;Counselor Book 2/Video,$116;Counselor Books 3-6,$16;Lit.Review,$11
Address:	School of Occupational and Educational Studies, Education Building, Room 209, Colorado State University, Fort Collins, CO 80523, 303-491-1843

Title:	***Counselor's Tech Prep Professional Development Workshop***
Author:	Upper Rio Grande Tech Prep Consortium
Editors:	Flanagan, P.
Date of Publication:	February, 1993
Publishers:	El Paso, Texas: Upper Rio Grande Tech Prep Consortium

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Description: This is a packet of handouts from the Counselor's Tech-Prep Professional Development Workshop. The report includes the documents SCANS (Secretary's Commission on Achieving Necessary Skills) in the Schools, A Counselor's Guide to Career Assessment Instruments, and Quality Work Force Planning. Other materials in the packet include a draft tech-prep implementation plan, a report on a tech-prep awareness project, and career profile forms. (CG)
Ordering: TLX-658, 75 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Curriculum Development: Textile Manufacturing Technology: Final Report, 1991***
Author: Texas State Technical College - Sweetwater
Date of Publication: 1991
Publishers: Sweetwater, Texas: Texas State Technical College
Description: This final report describes the accomplishments of the project designed to stimulate more textile manufacturing in Texas through new plant start-ups and expansions and the retraining and reskilling of workers in advanced textile manufacturing techniques. The report includes definitions of terms, occupational titles, textile technician demographics, their numbers, results of surveys, skill usage and competency profile, textile education models, and conclusions. The appendix includes copies of industry needs assessment survey forms. (Perkins grant no.: 11110001) (RR)
Ordering: TLX-418, 110 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Curriculum for Whole Language Instruction in Office Technology***
Author: Vernon Regional Junior College
Editors: Hinds, J.
Date of Publication: June, 1993
Publishers: Vernon, Texas: Vernon Regional Junior College
Description: This manual describes the curriculum developed to field test and disseminate instructional materials for office technology programs. It provides a whole language approach, with directions for instructional strategies aimed at improving the speaking, reading, writing, and listening skills of the office technology student. It also includes a description of a field test of the material and an analysis of the data gathered, conclusions about the effectiveness of the instructional material, and pre and posttests related to curriculum components. (Perkins grant no.: 33110001) (RR)
Ordering: TLX-388, 50 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***DACUM: A Proven and Powerful Approach to Occupational Analysis***
Author: Norton, R. E.
Editors: Center for Education and Training for Employment
Date of Publication: June, 1992
Publishers: Columbus, Ohio: Center for Education and Training for employment
ERIC DRS No.: ERIC Document Reproduction Service No. ED 346 248
Description: This report describes a job and occupation analysis of developing a curriculum (DACUM). The DACUM analysis can be used as a basis for the following: 1)

curriculum development; 2) curriculum review and revision; 3) training needs assessments; 4) competency test development; 5) worker performance evaluations; 6) student recruitment; 7) student counseling; 8) student achievement records; 8) training program review; 9) curriculum articulation; 10) tech-prep program development; 11) job modifications; and 12) job descriptions. The information resulting from the task analysis is incorporated into modules, learning guides, or instructional materials. Attachments include a list of educational agencies and industrial clients served by the DACUM and a competency profile of an industry instructor. (RR)

Ordering: TLX-595, 14 pages

Address: Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title: ***DACUM and Tech Prep: Dynamic Duo***

Author: Center on Education and Training for Employment

Editors: Norton, R. E.

Date of Publication: June, 1993

Publishers: Columbus, Ohio: Center on Education and Training for Employment

ERIC DRS No.: ERIC Document Reproduction Service No. ED 359 339

Description: This conference paper talks about using Developing a Curriculum (DACUM) job analysis process as a significant technique for initiating needed cooperation in tech-prep. It describes how the DACUM process is quick, inexpensive and has public relations value. It also describes how the process enables educators to develop accurate job requirement profiles. It also helps business and industry develop accurate descriptions of jobs and participate in the development of educational programs. (RR)

Ordering: TLX-602, 23 pages

Address: Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title: ***Dare to Dream: A Guide to Planning Your Future: A Student's Guide to Transition Planning***

Author: Perkins, D., Bailey, M., Repetto, J. B., Schwartz, S. E.

Date of Publication: 1995

Publishers: Gainesville, Florida: University of Florida

Description: This guide is meant to be an aid for students with disabilities who are getting ready to graduate from high school, plan their future. The activities in this guide will help the student with disabilities think about the decisions they will be making regarding their future. It has sections on how to develop job skills, how to get around in the community, where to look for a job, requirements for graduation, and self-development. Related document: a Teacher's Guide. (RR)

Ordering: TLX-782, 36 pages

Address: Clearinghouse/Information Center, Bureau of Student Services and Exceptional Education, Division of Public Schools, Florida Department of Education, Florida Education Center, Suite 622, Tallahassee, Fl 32399-0400, (904) 488 1879

Title: ***Dare to Dream: A Guide to Planning Your Future: A Student's Guide to Transition Planning, Teacher's Guide***

Author: Perkins, D., Repetto, J. B., Schwartz, S. E. v

Date of Publication: 1995

Publishers: Gainesville, Florida: University of Florida

Description: This teacher's guide is designed to provide suggestions for use of the Dare to Dream

guide and its activities. The Dare to Dream guide was designed for high school students with mild disabilities to be involved in planning their future. Related Document: Dare to Dream: A Guide to Planning Your Future: A Student's Guide to Transition Planning. (RR)

Ordering: TLX-783, 15 pages

Address: Clearinghouse/Information Center, Bureau of Student Services and Exceptional Education, Division of Public Schools, Florida Department of Education, Florida Education Center, Suite 622, Tallahassee, Fl 32399-0400, (904) 488 1879

Title: ***Defense/Military Transition Occupational Opportunity Center (Project Transition): Information for Advisory Council***

Author: El Paso Community College

Editors: Hacker, F.

Date of Publication: October, 1993

Publishers: El Paso, Texas: El Paso Community College

Description: This project report describes a program to assist transitioning military and Defense Department civilians who are no longer affiliated with the Federal Government due to downsizing. The project aims to retrain transitioning defense and military personnel so that they can compete for meaningful employment. Copies of promotional material, news releases, list of advisory council members, and a summary of the plans for the future are attached. (Perkins grant no.: 44140005) (RR)

Ordering: TLX-720, 15 pages, $2.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Defining Generic Workplace Competencies for Infusion in the High Technology Curricula Offered by State Community and Technical Colleges***

Author: College of the Mainland

Editors: McNutt, D. E. & Willis, C.

Date of Publication: July, 1995

Publishers: Texas City, Texas: College of the Mainland

Description: This report identifies generic, nonspecialized, high-order workplace competencies for high wage, emerging, priority, and targeted occupations. It was designed to assist college educators meet the needs of new and returning students and workers. The report includes chapters on: classification of new, generic workplace competencies for technical occupations and reports the results of the various phases of the competency development process and lists the newly defined measures, standards, and tasks for each of the identified workplace critical elements (75 pages); instructional strategies appropriate for the infusion of workplace competencies in technical curricula; and a framework for capstone experiences as directed external work-based learning experiences. Twelve pages of references are given. Appendices includes: a summary analysis of occupational profiles and wages for emerging, priority, targeted, and high wage occupations; survey to determine nonspecialized workplace skills for the two-year AAS degree; importance of workplace competency statements as determined by employers in Texas Quality Workforce Planning Committees (TQWPC); a planning document for verification of generic workplace competencies; responsibility for teaching workplace competencies as determined by employers in TQWPC; external learning experiences; course identification for generic workplace competencies; teaching aides for external work-based learning experiences; and organizations which contributed to the preparation of this report. Related product: Final Report. (Perkins grant no.:

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55110002) (SR)
Ordering: TLX-119, 275 pages, $17.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Defining Generic Workplace Competencies for Infusion in the High Technology Curricula Offered by State Community and Technical Colleges: Final Report, 1995***
Author: College of the Mainland
Editors: McNutt, D. E. & Willis, C.
Date of Publication: July, 1995
Publishers: Texas City, Texas: College of the Mainland
Description: This final report identifies generic, nonspecialized, high-order workplace competencies for high wage, emerging, priority, and targeted occupations requiring a two-year technical degree or equivalent certification. Three chapters cover: generic workplace critical elements, measures, standards, and tasks for technical occupations requiring an Associate in Applied Science degree or equivalent; instructional methodologies appropriate for the integration of workplace competencies in technical programs; and capstone experience as a directed external work-based learning experience. The report also includes evaluation results, conclusions, recommendations, and references briefly. The appendices include: a summary analysis of occupational profiles and wages for emerging, priority, targeted, and high wage occupations; survey to determine nonspecialized workplace skills for the two-year associate degree; importance of workplace competency statements as determined by employers in Texas Quality Work Force Planning Committees; a planning document for verification of generic workplace competencies; responsibility for teaching workplace competencies as determined by employers in Texas Quality Workforce Committees; external learning experiences; course identification for generic workplace competencies; teaching aides for external work-based learning experiences. Related product: report of the study. (Perkins grant no.: 55110002) (SR)
Ordering: TLX-120, 45 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Delivery of Workplace Know-How Skills to Secondary Education Students in Kalamazoo County: An Inventory***
Author: W.E. Upjohn Institute
Editors: Frybarger, M.J.
Date of Publication: March, 1995
Publishers: Kalamazoo, Michigan: W.E. Upjohn Institute
Description: This inventory is the result of a study done to gain an understanding of: 1) which workplace know-how skills are being addressed with all students, 2) barriers that hinder efforts to implement workplace know-how skills, 3) philosophies of educators toward workplace know-how skills, and 4) areas where dialogue can be established between education and business to enhance the quality of the workforce. The information in this report was gathered through a series of 12 personal interviews. The report is organized by the responses to questions on specific skills such as: 1) basic academic skills, 2) personal characteristics, 3) task achievement competencies, 4) behaviors with respect to the organization, and 5) interpersonal skills. A summary of questions, recommendations for further examination, and a conclusion are included. Interviewer protocol procedure, survey instrument, education assessment, list of participants,

	glossary, and index are attached to the appendices. Related document: The Workplace Know-How Skills Needed to be Productive. (RR)
Ordering:	TLX-491, 47 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title:	***Demystifying the Internet and Untangling the Web***
Series:	ERIC Practitioner File
Author:	Imel, S., Kerka, S. & Wagner, J.
Date of Publication:	1996
Publishers:	Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education
Description:	This report provides adult, career, and vocational educators with information like how to get started on the Internet, how to use it, and some useful links and addresses for exploration. It also includes other resources and a bibliography. (SR)
Ordering:	TLX-747, 4 pages, no charge
Address:	ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, 800-848-4815

Title:	***Determination of Critical Factors for Successful Economic Development: An Action Guide for Postsecondary Institutions in Texas***
Author:	Amarillo College
Date of Publication:	1990
Publishers:	Amarillo, Texas: Amarillo College
Description:	This report provides an action plan for successful economic development in Texas. This report defines economic development, provides an introduction, and defines the critical factors for successful economic development. Matrix of postsecondary institutions and their economic development activities, glossary of the matrix are also included. Institutional contacts, organizations, agencies and individuals are listed. A bibliography is also included in this report. Related product: a final report. (Perkins grant no.: 00130003) (SR)
Ordering:	TLX-797, 32 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Developing a Mentor Program for a Partnership Academy***
Author:	Vujovich, L. M.
Publishers:	California Partnership Academies
Description:	This web page provides the table of contents for the mentor program handbook and links to download the entire document. Topics covered are: getting started, recruiting, orientations and match-up events, activities and correspondence, job forums, and recognition for supervisors. Sample letters, flyers, and press releases accompany the text. This document is located at the http://www.oro.net:80/~academy/cpaDMPH.html, California Partnership Academies web site. (SR)
Ordering:	TLX-802, 70 pages

Title:	***Developing Curricula for Alternative Fuel Systems Occupations***

Author: Amarillo College
Date of Publication: 1991
Publishers: Amarillo, Texas: Division of Automotive Technology, Amarillo College
Description: This guide describes a project to develop and implement a competency based curriculum in alternative fuels. Project description, key personnel involved with the project, report on the critical needs within alternative fuels, and information on various alternative fuels are given in brief. Syllabi and catalog format for the alternative fuels courses are also included. Appendices form the major part of the report. Included in the appendices are: DACUM (developing a curriculum) which includes competency profile of certified compressed natural gas (CNG) installer and competency based curriculum for alternative fuel systems, competency profiles for students, rules and regulations examination for alternative fuel systems, a glossary, and brochure of the program. (Perkins grant no.: 11110002) (SR)
Ordering: TLX-205, 90 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Developing Partnerships: Contract Education***
Series: 1990-1991 STARLINK Teleconferences
Author: STARLINK
Date of Publication: November, 1990
Publishers: Dallas, Texas: STARLINK
Description: This teleconference intended for college faculty and administrators, covered how to develop a contract education program. Panelists discussed the contract process including compensation, administrator and faculty roles, benefits to faculty and programs, and how to succeed as a contract instructor. Model programs from Pueblo, Colorado and Cleveland, Ohio were presented. Panelists included instructors and industry leaders from successful contract programs. (AP)
Ordering: TLX-505, 90 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Discovering Your Future: Industry & Occupation Projections to the Year 2000***
Author: Texas State Occupational Information Coordinating Committee (SOICC) & Texas Employment Commission
Publishers: Austin, Texas: Texas SOICC
Description: This report contains Texas employment projections for wage and salary, agricultural, self-employed, unpaid family and private household workers, by industry and occupation from 1993 to the year 2000. Estimated annual average occupation demand reflects both job growth and replacement needs. Based on updated industry trends, occupational staffing patterns, technical changes and occupation replacement rates, this publication replaces previous industry and occupation projections. The various sections in this report are entitled: 1) Employment Trends - Industry; 2) Employment Trends - Occupations; 3) Council of Government Regions Map; 4) Council of Government Regions by Industry; 4) Council of government Regions by Occupation; 5) Employment by Industry; 6) Employment by Occupation; and 7) Methodology. The appendix includes a list of the counties and a map. (RR)
Ordering: TLX-735, 63 pages
Address: Texas SOICC, Travis Building, 3520 Executive Center Drive, Suite 205, Austin, TX

78731, (800) 822-7526

Title:	***Distance Education***
Series:	ERIC Trends and Issues Alerts
Author:	Imel, S.
Date of Publication:	1996
Publishers:	Columbus, OH: Center on Education and Training for Employment
Description:	This Alert from the ERIC Clearinghouse deals with the topic of distance education. Distance education, the delivery of instruction when teachers and learners are separated in place and /or time, is currently being shaped by microcomputers, the Internet, and the world wide web. Distance educators are faced with enormous challenges in responding to the rapid changes in technology and to the growing audience for distance learning. This alert discusses some of the issues and trends of distance learning. Lists of print and organizational resources are also included. (SR)
Ordering:	TLX-844, 2 pages, no charge
Address:	Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210

Title:	***Distance Learning , the Internet, and the World Wide Web***
Series:	ERIC Digest No. 168
Author:	Kerka, S.
Date of Publication:	1996
Publishers:	Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education
Description:	This digest focuses on some of the newest methods of distance learning (DL) using the Internet and the World Wide Web. Discussed in this digest are: the DL processes, DL in cyberspace, the social nature of DL, and strategies for DL. (SR)
Ordering:	TLX-764, 2 pages, no charge
Address:	ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, 800-848-4815

Title:	***Dreams at Risk***
Series:	1991-1992 STARLINK Training Teleconferences
Author:	STARLINK and Collin County Community College
Date of Publication:	September, 1991
Publishers:	McKinney, Texas: STARLINK
Description:	This teleconference was intended for college faculty and administrators and produced by the Cooperative Work Experience Division of Collin County Community College. It featured presentations by business, college, and government representatives on how to help students succeed. Panelists were: Mary Scott Nabers, moderator; John Beitzel, Vice President, Eastern Explorations, ARCO Oil and Gas Company, Inc.; Jay Hundley, Assistant Vice President of Corporate Personnel, JC Penney Company, Inc.; Dale Parnell, Past President, American Association of Community and Junior Colleges; Barbara Eubanks, Collin County Community College; Harvey Ideus, El Paso Community College; Marsi Liddell, Houston Community College; Dan Arguijo, Director of Quality Planning, Interlink; and Wilhelmina Delco, Speaker Pro Tempore, Texas House of Representatives. (AP)
Ordering:	TLX-606, 90 minute videotape, $20.00 (in state)
Address:	STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut

Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title:	***Education: A Case Study Approach***
Series:	MDS-780
Author:	Schmidt, B. J. , Finch, C. R., Faulkner, S. L. , Kandies, J.
Date of Publication:	December, 1995
Publishers:	Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description:	This guide is designed to be used in programs for teachers and administrators. Forty-six case studies map what works well in integration efforts and provide some examples of less successful strategies. Included with each case study are discussion questions that encourage team-building, open communication, problem-solving, and decision-making. The following are among the topics: Shifting from Us and Them to We, Sharing with Parents, Making Math More Relevant, Teaching Writing Skills to Horticulture Students, The Student Does the Teaching, Dealing with the Skeptics. A chart of the cases and tips on using them in workshops is provided as well. (SR)
Ordering:	TLX-346, MDS-780, $12.50
Address:	NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title:	***Education for all Aspects of the Industry***
Edition:	CenterFocus, no. 9
Author:	Bailey, T., Koppel, R., & Waldinger, R.
Date of Publication:	Fall, 1995
Publishers:	Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description:	Education reforms are trying to bring about a wide range of changes in schools. They want to prepare their students for a variety of activities and a fast-changing workplace. Education for all aspects of the industry (AAI) is a strategy that seeks to achieve all of these objectives. This article is based on a research study that was conducted to examine the current status of AAI. The industries chosen for the study were the printing and apparel industries. The study evaluated the extent to which employers in these industries are implementing production systems that call for broader knowledge of the industry and the context in which work takes place. The study also examined educational programs designed explicitly to serve those industries. This report deals with four broad questions: how strong is the demand for AAI knowledge and skills in the workplace; to what extent is AAI reflected in the curricula and educational strategies of schools and training programs that prepare students for the workplace; what are the barriers to wider development and diffusion of AAI strategies in schools; and what additional public policy and research can help educators and employers overcome the barriers to AAI. View the document at http://vocserve.berkeley.edu/CenterFocus/cf9.html. (SR)
Ordering:	TLX-551, 9 pages, $2.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Education for Homeless Adults***
Series:	ERIC Digest No. 136
Author:	Imel, S.
Date of Publication:	1993

Publishers: Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University

Description: This ERIC digest discusses homelessness in the United States, a persistent and nagging social problem. Many social and governmental agencies and programs have been created to address the problems of homeless persons, but not until the Stewart B. McKinney Homeless Assistance Act was passed in 1987 were significant resources to support educational programs for homeless adults available. This digest focuses on the unique and special challenges of providing adult basic education for homeless persons. Adult Education for the Homeless Program (AEH), its overview, program characteristics are described. Recommendations for program development are also provided. (SR)

Ordering: TLX-312, 2 pages, no charge

Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815

Title: ***Education Through Occupations***

Series: MDS-1048

Author: Grubb, W. N.

Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: This brief article introduces the idea of education through occupations, outlining some emerging practices which use occupations to teach both theory and applications of conventional subjects. The most promising of these efforts - - career academies, career majors, and focus schools - - reshape entire schools. Other reforms, based on the integration of academic and vocational education, are linked with efforts to keep schools small, treat teachers as professionals; develop choice mechanisms for students; and promote constructivist, meaning-centered teaching. Norton Grubb, NCRVE's Berkeley site director, points out that education through occupations can eliminate the unproductive distinction between academic and vocational education and invest the shopping mall high school with greater focus and purpose. (PP)

Ordering: TLX-246, MDS-1048, Reprint Series $2.00

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Education/Training needs for Technicians in Materials Technology: Final Report, 1990***

Series: Materials Technology Project

Author: Texas State Technical College - Sweetwater

Editors: Hull, D., Smith, E., Lovett, J., & Pavone, J.

Date of Publication: January, 1990

Publishers: Sweetwater, Texas: Texas State Technical College

Description: The is a final report of a project to ascertain whether there is a need within Texas for a two-year materials technology program and, if the need exists, to design a suggested curriculum for such a program. The study was jointly conducted by Texas State Technical College - Sweetwater and the Center for Occupational Research and Development (CORD). The report includes a background description of the project, a list of members of the advisory committee, needs analysis survey, interviews, list of competencies, description of the curriculum design, bibliography, and conclusions and recommendations. The attachments include the list of survey instruments personal interview summaries, course competency matrix, course descriptions, and the

bibliography. Related product: Minutes of the Materials Technology Advisory Committee meeting. (Perkins grant no.: 00130008) (RR)

Ordering: TLX-324, 128 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Effective Strategies in Student Retention and Dismissal for Nursing Faculty***

Series: 1991-1992 STARLINK Training Teleconferences

Author: STARLINK and Navarro College

Date of Publication: November, 1991

Publishers: Texas: STARLINK

Description: Areas covered by this teleconference are 1) admitting a student to your nursing program, 2) reviewing a student's progress, 3) dismissing a student from the program, and 4) handling legal issues in student evaluation. The intended audience are nursing faculty and administrators. These issues were covered in a humorous skit, followed by a discussion panel. Panelists are Ginny Guido, nurse/lawyer, Eileen Piwetz, Board of Nursing Examiners, and Carol Lewis, Admissions Committee Chair San Antonio College. (AP)

Ordering: TLX-513 , 90 minute videotape, $20.00 (in state)

Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Effective Tech Prep Policies and Practices: Final Report, 1994-1995***

Series: Effective Tech Prep Policies and Practices

Author: Texas Tech University - College of Education

Editors: Opp, R., Hensley, O.D., Cooper, P. A.

Date of Publication: 1995

Publishers: Lubbock, Texas: Texas Tech University

Description: This final report describes the accomplishments of the Strategic Planning Evaluation of Curriculum Assessment of Performance (SPECAP) project. The project goal was investigating the impact tech-prep planning has on Texas education and assessing how these plans contribute significantly to advancing the economic development of the state by providing a competent, technically-educated workforce to Texas industry. The report includes chapters on the positive impacts of tech-prep planning on Texas education, research design and methodology used, results of the survey and telephone interviews, conclusions, and policy implications. Copies of questionnaires, responses to open-ended evaluations, and telephone interview protocol are included in the appendices. Related products: Effective Tech Prep Policies and Practices: The Tech Prep Handbook, and Final Report on Student Satisfaction 1994-1995 Grant Period. (Perkins grant no.: 55130002) (RR)

Ordering: TLX-385, 400 pages, $22.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Effective Tech Prep Policies and Practices: Final Report on Student Satisfaction 1994-1995 Grant Period***

Series: Effective Tech Prep Policies and Practices

Author: Texas Tech University - College of Education

Date of Publication: 1995
Publishers: Lubbock, Texas: Texas Tech University
Description: This final report describes the necessity and outcome of a study to evaluate community college students' satisfaction with tech-prep programs in Texas. Several subjects and subtopics are covered:1) tech-prep assessment: mandate for assessment, related research, rationale for using students' perspectives, and model for assessment; 2) research design and methodology: questionnaire design, questionnaire content, questionnaire sampling, and response rates; 3) results: demographic characteristics, external involvement, program involvement, students' perceived preparation, vocational satisfaction, academic satisfaction, overall satisfaction; and 4) conclusions and recommendations. There is a list of references included. Survey results, survey distribution and return matrix, and frequency tables are included in the appendices. Related documents: Effective Tech Prep Policies and Practices:The Tech Prep Handbook and Final Report, 1994-1995. (Perkins grant no.: 55130002) (RR)
Ordering: TLX-428, 26 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Effective Tech Prep Policies and Practices: The Tech Prep Handbook***
Series: Effective Tech Prep Policies and Practices
Author: Texas Tech University - College of Education
Editors: Opp, R., Hensley, O.D., Cooper, P. A.
Date of Publication: 1995
Publishers: Lubbock, Texas: Texas Tech University
Description: This handbook contains information pertaining to the Strategic Planning Evaluation of Curriculum Assessment of Performance (SPECAP) project which was established to investigate the impact of tech-prep planning on Texas education. The documents contains chapters describing SPECAP, strategic planning, evaluation of curriculum, assessment of performance, and ideas for the future. A list of members and a map of the tech-prep consortia are included in the index. Related products: Effective Tech Prep Policies and Practices: Final Report for 1994-1995 and Final Report on Student Satisfaction 1994-1995 Grant Period. (Perkins grant no.: 55130002) (RR)
Ordering: TLX-386, 40 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Electronic Engine Control Diagnosis***
Series: 1990-1991 STARLINK Training Teleconferences
Author: STARLINK and Brookhaven College
Date of Publication: April, 1991
Publishers: Dallas, Texas: STARLINK
Description: This teleconference covered equipment, systems, and methods for diagnosing Ford, GM, and Chrysler electronic engine controls. Equipment demonstrated includes: the OTC Monitor 4000E, the VERTRONIX GM Tech I, the OTC DRB II, the Hickock Super STAR II, the Rotunda Break-Out Box, the Hitachi V-222 Dual Trace Lab Oscilloscope, and the Fluke 83 Digital Multimeter. The intended audience are college automotive faculty, high school instructors. The panelists are Marilyn Kolesar, Brookhaven College Automotive Division Chair, Pete Brisley, Ford ASSET/GM Teleconference Instructor, Don Cofer, Ford Training Center Special Programs Instructor, Don Jones, Ford ASSET/CAT Instructor, and Jerry Williams, CAT Instructor. (AP)

Ordering: TLX-511, 120 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Emerging Tech Prep Models: Promising Approaches to Educational Reform***
Edition: CenterFocus, no. 5
Author: Bragg, D. B.
Date of Publication: June, 1994
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This article focuses on emerging tech-prep models and its approaches to educational reform. Over the past decade, countless reforms have swept the country, the common goal being to better prepare students for productive employment and further learning. Few of the reforms focus on linkage of school based learning and life outside of school. But the fundamental structure of tech-prep is the linkage of school based knowledge to the broader context of family, work, and life. This article discusses the public policy linked to tech-prep, fundamental concepts of any tech-prep initiative, and five new models emerging from innovative local practices. The six concepts listed as fundamental to any tech-prep initiative are: secondary to postsecondary articulation, integrated curriculum, school-to-work opportunities support, inclusive educational opportunities, outcomes focused curriculum, and collaborative implementation. The emerging tech-prep models discussed in this article are: pretech-prep, adult tech-prep, integrated tech-prep, work-based tech-prep, and tech-prep baccalaureate degree. Implications for the future are discussed and references are listed. View the document at http://vocserve.berkeley.edu/CenterFocus/cf5.html. (SR)
Ordering: TLX-547, 10 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Emerging Technologies***
Series: 1992-1993 STARLINK Faculty Development Teleconferences
Author: STARLINK and Texas Southmost College
Date of Publication: April, 1993
Publishers: Brownsville, Texas: STARLINK
Description: This teleconference intended for college faculty and administrators, had four segments. These segments were: 1) work of the Advanced Technology Panel, 2) video spots of two research centers in Texas that work with cutting-edge technologies, 3) Texas Innovation Network (TINS) video and video of Quality Workforce Planning (QWFP) for Region 21's Valley Workforce Alliance, and 4) a panel discussion of emerging technologies and their impact on Texas' economy and educational resources. Panelists were: Austin McKenzie, Southwestern Bell Education Center, David Gill, Texas Instruments, and William D. Morrison, Project Director for TINS. (AP)
Ordering: TLX-615 , 90 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Employability - The Fifth Basic Skill***

Series: ERIC Digest No. 104
Author: Lankard, B. A.
Date of Publication: 1990
Publishers: Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University
Description: This ERIC digest discusses communication, mathematics, and science skills as the three basic academic skills required of high school graduates. Entry into the job market is contingent upon having a fourth set of skills, namely the job specific or vocational skills required by the occupation. Employers believe that employability skills that enable an individual to acquire and keep a job are of primary importance. This digest discusses the relevance of employability as a fifth skill, describes employability components, and discusses strategies for incorporating employability skills into the instructional process. (SR)
Ordering: TLX-292, 2 pages, no charge
Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title: ***Employee Career Development Program Guide***
Author: National Occupational Information Coordinating Committee (NOICC)
Date of Publication: 1993
Publishers: Stillwater, Oklahoma: NOICC Training Support Center
Description: This binder is designed for counselors to assist adult workers in career transition moves that come with lateral career moves, career changes, layoffs, or early retirement of the workplace in the '90s. This book is a companion curriculum for the Employee Career Development Reference Guide. (MC)
Ordering: TLX-496, 131 pages
Address: Customer Service, Oklahoma Dept. of Vo-Tech, 1500 West Seventh Avenue, Stillwater, OK 74074-4364, (800) 654-4502, fax: (405) 743-5154

Title: ***Employee Career Development Reference Guide***
Author: National Occupational Information Coordinating Committee (NOICC)
Date of Publication: 1993
Publishers: Stillwater, Oklahoma: NOICC Training Support Center
Description: This manual is a training tool to help prepare career specialist to conduct Employee Career Development workshops. It contains resources to which specialists may refer as they plan specific workshops. This manual is a companion curriculum for the Employee Career Development Program Guide. (MC)
Ordering: TLX-497, 117 pages
Address: Customer Service, Oklahoma Dept. of Vo-Tech, 1500 West Seventh Avenue, Stillwater, OK 74074-4364, (800) 654-4502, fax: (405) 743-5154

Title: ***English as a Second Language: Curriculum Guidelines***
Author: Austin Community College
Editors: Smith, K.
Date of Publication: September, 1992
Publishers: Austin, Texas: Austin Community College
Description: This manual describes the guidelines for developing an ESL curriculum to provide academic English language instruction for speakers of other languages in an interactive, multicultural learning environment which promotes skill development in reading,

writing, grammar, speaking, and listening. The guide offers a detailed description of courses in oral communication, reading, writing, and grammar. (RR)

Ordering: TLX-410, 90 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***English for Specific Purposes: Building a Curricular Bridge between English as a Second Language and Vocational/Business Office Systems: Final Report, 1993***
Series: English for Specific Purposes
Author: Austin Community College
Date of Publication: 1993
Publishers: Austin, Texas: Austin Community College
ERIC DRS No.: ERIC Document Reproduction Service No. ED 374 329
Description: This final report describes a project to develop a curricular bridge between the academic English-as-a-Second-Language (ESL) area and the vocational-technical business/office systems area of Austin Community College (ACC). The following project activities are discussed: selecting an English-for-special-purposes (ESP) model; publicizing the ESP project within ACC; selecting content courses, content area instructors, and ESP business advisory committee members; developing ESP course materials; and networking with other community colleges in Texas. Appendices and exhibits constitute approximately 80% of this document. They include a summary of the implications and distinguishing features of the theme-based, sheltered, and adjunct curriculum models; project-related correspondence; project description; study, reading, and writing skills objectives of the two ESP courses developed; diagram outlining the support, transition, and self-sufficiency phases of academic proficiency; project advisory committee membership list and minutes and agendas of meetings; guidelines for ESP course content selection; college skills inventory; activities for language adjunct courses; course descriptions; evaluation issues; project members' resumes; and report on ESL/ESP programs at El Paso Community College. (Perkins grant no.: 33110004) (SR))
Ordering: TLX-195, 65 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***English for Specific Purposes: Language Adjunct for Business Writing Skill—Office Systems Technology 1033: Instructor's Manual***
Series: English for Specific Purposes
Author: Austin Community College
Date of Publication: 1993
Publishers: Austin, Texas: Austin Community College
Description: This manual describes in detail the course work to be developed by instructors to aid students taking English as a Second Language (ESL) courses to master Business Writing Skills. Advanced writing skills are stressed. These skills will help students pass the Texas Academic Skills Program (TASP) and allow them to enter freshman composition with adequate skills and knowledge. The manual contains instructor's notes, including lessons and homework. Related products: English as a Second Language Curriculum Guidelines; English for Specific Purposes: Language Adjunct for Introduction to Business - - Business Management 1013: Student Text; English for Specific Purposes: Building a Curricular Bridge between English as a Second Language and Vocational/Business Office Systems: Final Report; English for Specific Purposes:

Language Adjunct for Business Writing Skills - - Office Systems Technology 1033: Student Text. (Perkins grant no.: 33110004) (RR)

Ordering: TLX-402, 120 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***English for Specific Purposes: Language Adjunct for Business Writing Skills -- Office Systems Technology 1033: Student Text***

Series: English for Specific Purposes

Author: Austin Community College

Date of Publication: 1993

Publishers: Austin, Texas: Austin Community College

Description: This is a text for helping students taking English as a Second Language ((ESL) courses to master the content of Business Writing Skills. Developing advanced writing skills necessary to pass the Texas Academic Skills Program (TASP) and enter freshman composition with adequate skills and knowledge are stressed. This manual includes a week-by-week lesson plan for the whole semester. Related products: English as a Second Language Curriculum Guidelines; English for Specific Purposes: Language Adjunct for Introduction to Business - - Business Management 1013: Student Text; English for Specific Purposes: Building a Curricular Bridge between English as a Second Language and Vocational/Business Office Systems: Final Report; English for Specific Purposes: Language Adjunct for Business Writing Skills - - Office Systems Technology 1033: Instructor's Manual. (Perkins grant no.: 33110004) (RR)

Ordering: TLX-403, 87 pages, $8.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***English for Specific Purposes: Language Adjunct for Introduction to Business- Business Management 1013: Student Text***

Series: English for Specific Purposes

Author: Austin Community College

Date of Publication: 1993

Publishers: Austin, Texas: Austin Community College

Description: This student text gives a course description of how a student should use his or her skills in English to succeed in Business Management. It has lessons on how to handle difficult words, mark a text, develop vocabulary, highlight main ideas, outline text, make notes while reading, arrive at main points, take tests, assess implied meaning, prepare for exams, build reading speed and effectiveness, interpret statistics and case studies, summarize and give oral presentations. These are presented using business management as the context. Related products: English as a Second Language Curriculum Guidelines; English for Specific Purposes : Language Adjunct for Business Writing - - Office Systems Technology 1033: Instructor's Manual; English for Specific Purposes: Building a Curricular Bridge between English as a Second Language and Vocational/Business Office Systems: Final Report; English for Specific Purposes: Language Adjunct for Introduction to Business - - Business Management 1013: Instructor's Manual. (Perkins grant no.: 33110004) (RR)

Ordering: TLX-404, 125 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***English for Specific Purposes: Language Adjunct for Introduction to Business- Business Management 1013: Instructor's Manual***
Series: English for Specific Purposes
Author: Austin Community College
Date of Publication: 1993
Publishers: Austin, Texas: Austin Community College
Description: This manual describes in detail the course work to be developed by the instructors in order for the English as a Second Language (ESL) student to succeed in Business Management. It has lesson plans and guides for the instructor. The course stresses integrating ESL and business management skills. Related products: English as a Second Language Curriculum Guidelines; English for Specific Purposes :Language Adjunct for Business Writing Skills - - Office Systems Technology 1033: Instructor's Manual; English for Specific Purposes: Building a Curricular Bridge between English as a Second Language and Vocational/Business Office Systems: Final Report; English for Specific Purposes: Language Adjunct for Introduction to Business- - Business Management 1013: Student Text. (Perkins grant no.: 33110004) (RR)
Ordering: TLX-405, 125 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Enrollment Forecasts 1995-2010: Texas Institutions of Higher Education, Study Paper 27***
Author: Texas Higher Education Coordinating Board
Date of Publication: January, 1995
Publishers: Austin, Texas: Texas Higher Education Coordinating Board
Description: This report provides a forecast model of enrollments at public universities and community colleges. Tables, charts and graphs supporting the forecast are included. (RR)
Ordering: TLX-570, 47 pages
Address: Texas Higher Education Coordinating Board, Office of Governmental Relations/Public Information, PO Box 12788, Austin, TX 78711-2788, (512) 483-6111

Title: ***Environmental Technology Curriculum Development: Final Report***
Author: Texas State Technical College - Harlingen
Editors: Hinojosa, O. , & Guillen, A.
Date of Publication: June, 1994
Publishers: Harlingen, Texas: Texas State Technical College
Description: This report explains the need for laboratory technicians, technicians' earning potential, and prospects for employment. Based on these findings, Texas State Technical College at Harlingen decided to add an appropriate degree plan to their curriculum. Educators considering adding a similar degree program to their curriculum will find this report useful for making that determination. Appendix A lists the government agencies and businesses interviewed by the steering committee and states the committee's findings. Appendix B contains the minutes of the steering committee's meetings and some useful information such as what particular industries need technicians and what courses should be required for this degree. Appendix C contains the survey materials and compiled answers the committee relied upon to make their assessment. They also included the results of laboratory visits and interviews. Appendix D lists private laboratories and manufacturers and indicates which ones responded to the surveys. Appendix E describes the laboratory technician's degree plan and course descriptions. Appendix F gives the compiled figures from the surveys describing what kind and how

	many technicians are needed where, how much education these technicians require, and what salaries they can expect. Appendix G gives sample survey and compiled numbers about environmental concerns of Texas manufacturers. Appendix H is a bibliography of sources that the researchers used. (Perkins grant no.: 44110002) (KK)
Ordering:	TLX-461, 255 pages, $17.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Equity and Excellence in School-to-Work Transition of Special Populations***
Edition:	CenterFocus, no. 6
Author:	Mithaug, D. E.
Date of Publication:	August, 1994
Publishers:	Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description:	This paper identifies criteria for developing school-to-work transitions to ensure that all students, including those with disabilities, will be included in the efforts to bring about equity and excellence and will experience success as a result of this inclusion. Some of the criteria to achieve equity and excellence listed in this articles are: access to all (school-to-work apprenticeships should be accessible to all youth 16 years and older); individualization (apprenticeships should be individualized according to the needs, interests, and abilities of each student); and generic problem solving (instructional content should prepare students to meet the generic problem solving demands of school or work). A list of references is also included. View the document at http://vocserve.berkeley.edu/CenterFocus/cf6.html. (SR)
Ordering:	TLX-554, 8 pages, $2.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***ESL Resource Center: An Annotated Bibliography of Selected Resources for Vocational Preparation for Limited English Proficient Students***
Author:	Richland College - Dallas County Community College District
Editors:	Binder, A., Rosaaen, P., Clements, D., & Hawkins, V.
Date of Publication:	April, 1993
Publishers:	Dallas, Texas: Richland College - DCCCD
Description:	This annotated bibliography contains records for the materials contained in the ESL (English as a Second Language) Resource Center collection located at Richland College in Sabine Hall. The document includes a diagram showing the organizational scheme for these materials on the shelves. The database described is a compilation of reference materials and resources concerning specific areas of education for limited English proficient (LEP) adults. (Perkins grant no.: 33120002) (JA)
Ordering:	TLX-46, 41 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***ESL Staff Development: Assist LEP Students to Access Training for Tomorrow's Jobs***
Author:	Richland College - Dallas County Community College District
Editors:	Muha, S., Binder, A., & Clements, C.

Date of Publication: 1993
Publishers: Dallas, Texas: Richland College - DCCCD
Description: This manual is designed for use by persons with in-service experience and with basic knowledge of cross-cultural education, language acquisition, and vocational training for special populations. The workshop model included was designed to train teachers in developing effective programs and support services to meet the needs of the LEP population in Texas. The manual includes: sample planning materials, i.e., agenda, needs assessment, and evaluation forms for each module; Module 1: Overview of Successful Vocational Training Programs for LEPs; Module 2: Career Interest Testing; Module 3: Language Testing; Module 4: Career Counseling Strategies for the LEP; and the final section which has an action plan, bibliography, and listing of information and materials clearinghouses. (Perkins grant no.: 33120002) (JA)
Ordering: TLX-45, 105 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Evaluating Job Training Programs in the United States: Evidence and Explanations***
Series: MDS-1047
Author: Grubb, W. N.
Date of Publication: 1995
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This study contends that most job training programs do not succeed in moving recipients out of poverty, off of welfare, or into long-term, stable employment. Why? Norton Grubb, NCRVE's Berkeley site director, offers some local explanations but suggests that the root problem is the disconnection between education and job training. Grubb recommends an overall reform for job training programs based on guidelines from the School-to-Work Opportunities Act, so that these programs incorporate integrated vocational and academic content; work-based education coordinated with school-based learning through connecting activities; and the connection of every program to the next in a hierarchy of educational opportunities. Warning us that a piecemeal approach will fall short, Grubb concludes that only such a fundamental revision will improve the meager results of job training programs. This study was prepared for the International Labor Congress in Geneva. (PP)
Ordering: TLX-245, MDS-1047, Technical Assistance Report $12.00
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Evaluation of Tech Prep System Development and Implementation in Texas Public Schools and Institutions of Higher Education: Final Report, 1994-95***
Author: Decision Information Resources, Inc.
Editors: Dial, M., Strauss, R.
Date of Publication: 1995
Publishers: Austin, Texas: Decision Information Resources, Inc.
Description: This final report (65 pages) presents the findings of the tech-prep implementation evaluation in Texas. The major sections of this report are: implementation progress and difficulties; discussions regarding the role of secondary school counselors; professional development; and work-based learning. Some of the findings were: 1) many of the implementation difficulties were overcome; 2) compared to the previous

year, the number of tech-prep students in secondary schools doubled and the number of tech-prep students in postsecondary schools more than tripled; 3) the program's marketing efforts had been successful; 4) majority of secondary school counselors who were interviewed or surveyed had heard of the program; 5) those working with tech-prep were favorable toward the program; 6) professional development of educators needs to be focused on; and 7) although business and industry involvement in tech-prep had increased, lack of participation from this group statewide continued to be problematic. Appendices to the report with interview protocol and surveys, counselor survey responses, business survey responses, high school student data by region, and summary of postsecondary student data are attached as a separate book (115 pages). (Perkins grant no.: 55170008) (RR)

Ordering: TLX-730, 180 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Exemplary Career Guidance Programs: Investing in the Future***

Edition: Office of Student Services' BRIEF, vol. 7, no. 3, December 1995

Author: Cunanan, E. S. & Maddy-Bernstein, C.

Date of Publication: December, 1995

Publishers: Champaign, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: This brief describes nationally recognized career guidance programs that are very successful in assisting students in their career development. A synthesis of the program's components, background of the search process, and a list of the identified programs with a brief description are provided. (SR)

Ordering: TLX-332, 5 pages

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Exemplary Career Guidance Programs: What Should They Look Like?***

Series: MDS-855

Author: Cunanan, E. S. & Maddy-Bernstein, C.

Date of Publication: 1995

Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: This document is designed to assist counselors, vocational educators, and other counseling professionals improve their career guidance and counseling programs. It includes a clarification of the school counselor's role and a description of the framework developed by the National Center for Research in Vocational Education (NCRVE), Office of Student Services for identifying exemplary career guidance programs. It also discusses three secondary schools striving to build comprehensive, integrated career guidance and counseling programs. A section describing the National Career Development Guidelines from NOICC is also presented. (SR)

Ordering: TLX-632, $3.50

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Factors Related to the Academic Success of Community College Agricultural Students who Transfer to Four-Year Institutions***

Author: Iowa State University

BEST COPY AVAILABLE

Editors: Brown, D. W.
Date of Publication: 1994
Publishers: Iowa State University
Description: This dissertation is the result of a study done to find out if community college students enrolled in agricultural programs transferred to four-year colleges, and if they were successful academically. Two questionnaires were developed: one was given to students with an associate's degree in agriculture who had transferred to a four-year college and another to the registrar of the institution selected by the student. The study found that, with proper guidance, transfer students were capable of succeeding academically in a four-year institution. The study also revealed that students with high GPAs at the community college also maintained a high GPA at the four-year college. The greater the number of vocational credits accepted by the four-year college, the more transfer students finished work toward a degree. The sooner the students transferred, the chances of their graduating were higher. (RR)
Ordering: TLX-165, 165 pages, Order No. AAC 9503534
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Faculty Development in Community Colleges***
Edition: Community College Journal of Research and Practice, vol. 20, n.1, p.89-93, Jan-Feb 1996
Author: Foote, E.
Date of Publication: February, 1996
Publishers: Bristol, Pennsylvania: Taylor & Francis Ltd.
ERIC DRS No.: ERIC Document Reproduction Service No. EJ 518 558
Description: This article provides an annotated bibliography of current ERIC literature on faculty development in community colleges. It indicates that faculty development programs allow college professors to improve instructional material, keep abreast of new technology and methods, and network with professional colleagues. It also suggests that development activities range from orientation programs to research assistance. (SR)
Ordering: TLX-814
Address: 1900 Frost Road, Suite 101, Bristol, PA 19007-1598 (215) 785-5800, fax: (215) 785-5515

Title: ***First Class Tips for Adjunct Faculty***
Series: 1990-1991 STARLINK Teleconferences
Author: STARLINK
Date of Publication: October, 1990
Publishers: Texas: STARLINK
Description: This teleconference was designed as a workshop to assist part-time instructors in preparing for the first day of class. The workshop intended for adjunct and beginning faculty, focuses on 1) introducing yourself to your class, 2) creating an icebreaker, and 3) how to keep students involved. Participants include Moderator Terry Zajac, Real Estate Instructor, Patricia Banta, Program Coordinator of Real Estate at Collin county Community College, Jesus Galvan, Vocational Specialist at Texas Southmost College, and Livingstone Kumassah, Instructor at Austin Community College. (AP)
Ordering: TLX-504 , 90 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Florida Tech Prep Guide for Counselors & Occupational Specialists 1995***
Author: School-to-Work/Florida Tech Prep Clearinghouse
Date of Publication: 1995
Publishers: Florida:
Description: This online guide is a model for tech-prep educators to adapt to their particular needs. It provides an overview of the tech-prep program and school-to-work initiative, a description of the tech-prep career assessment and planning process, a discussion of curricula and articulation models, a glossary, a list of resources, and samples of letters, programs of study, handouts, and ERIC digests. The curriculum guide outlines courses and describes the characteristics materials should have, such as competency based objectives, modular student texts, and emphasis on holistic learning. Although this guide was developed for Florida's secondary and postsecondary schools, all tech-prep educators can use it as a framework for their programs. View the complete document at the http://sun6.dms.state.fl.us/flstw/tpcurr.html. (KK)
Ordering: T: X-715

Title: ***For the Common Good: A Guide for Developing Local Interagency Linkage Teams***
Edition: Rev. ed.
Author: Imel, S.
Date of Publication: 1995
Publishers: Columbus, Ohio: Center on Education and Training for Employment
Description: This is a guide to assist local communities in developing effective interagency linkage teams to improve service delivery to youth and adults who are at-risk. The guide identifies a six-step planning process, from needs assessment through implementation and follow-up. (SR)
Ordering: TLX-330, 43 pages, order no. SN67 - $4.75
Address: Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815

Title: ***From Policy to Practice: The Implementations of School-College Partnerships Through Tech Prep***
Author: University of California, Berkeley
Editors: Reeves, K.
Date of Publication: 1994
Publishers: Berkeley, California: University of California, Berkeley
Description: This thesis describes a study done to track the implementation of tech-prep in four urban areas, focusing mainly on developing strong comprehensive linkages by high schools and colleges. Case studies were done as part of the research. Interviews, document analysis, and observations were also part of the data collection. The studies showed that a range of partnerships were developed through tech-prep. Colleges more than high schools were interested in developing a network with other institutions. High schools viewed tech-prep as an integration of academic and vocational education. Most instructional changes were at the high school level and few at the college level. The study concluded that it was not easy to set up tech-prep and that more support was necessary at all levels. It recommended that tech-prep should be expanded to start at elementary and middle school levels and extend up to universities and four year colleges. (RR)

Ordering: TLX-516, 265 pages, Order No. AAC 9528687
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Funding Formulas and Elements of Institutional Cost: Texas Public Institutions of Higher Education, Fiscal Years 1996-1997: Volume 2: Community Colleges, Texas State Technical College System, Lamar Institute, Lamar-Orange, and Lamar-Port Arthur***
Author: Texas Higher Education Coordinating Board
Date of Publication: February, 1994
Publishers: Austin, Texas: Texas Higher Education Coordinating Board
Description: This booklet contains the definitions of the elements of institutional cost and funding formulas recommended for Texas public community colleges, Texas State Technical College System, Lamar University Institute, Lamar-Orange, and Lamar-Port Arthur. The purpose of these formulas is:1) to provide an equitable distribution of available funds among institutions and 2) to indicate the funding needed to provide a first-class system of higher education for Texas. (RR)
Ordering: TLX-531, 15 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***GED Plus: Transition to Training Model Project***
Author: Austin Community College
Date of Publication: August, 1995
Publishers: Austin, Texas: Austin Community College
Description: This final report describes the progress by this project to provide transition opportunities for adult education students while preparing them for GED. Three transition options are available: immediate employment in the student's chosen career area, further training or education that may lead to a certificate or degree, and lifelong learning. The objectives of the project are: recruitment; retention; comprehensive assessment; support services; linkages; transition to training & Life-long learning; and comprehensive computer-assisted instruction. Copies of brochures and handouts are attached. (Perkins grant no.: 55140009) (RR)
Ordering: TLX-738 , 80 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Get a Life: A Personal Planning Portfolio for Career Development***
Author: National Occupational Information Coordinating Committee (NOICC) and American School Counselor Association (ASCA)
Date of Publication: 1994
Publishers: Alexandria, Virginia: American School Counselor Association
Description: This portfolio links the National Career Development Guidelines with the Comprehensive Developmental School Counseling program model. The portfolio provides a means for students to reflect on important areas of life development and the value of education to one's future life style and career choices. Four sections to the portfolio include: self knowledge, life roles, educational development, career exploration and planning. It provides articulation in career/life planning from the upper elementary level through high school and allows students to record personally meaningful messages and information to assist them in making important life

decisions. Related products include: Facilitator's Manual (provides information and inservice activities for training local staff and community helpers); Facilitator's Guide (a five-page brochure with tips for using the portfolio for maximum gain); Informational Video (introductory video to introduce the program to colleagues and parents); Computer Version (compatible with IBMs, the system provides for storage, retrieval and editing of information on 3 1/2 or 5 1/4 disks); and Macintosh Programming Guide (enables schools to customize the Get a Life Portfolio by creating word processing files using Macintosh computers). (JA)

Ordering: TLX-247, various pricing

Address: ASCA - GET A LIFE, P. O. Box 18136, Merrifield, VA 22118-0136, (703) 823-9800 ext.389 fax: (703) 461-3569

Title: ***Get a Life School-to-Work Transition Planner***

Author: National Occupational Information Coordinating Committee (NOICC) and American School Counselor Association (ASCA)

Date of Publication: 1995

Publishers: Herndon, Virginia: American School Counselor Association

Description: This planner and portfolio is designed for those students in the last two years of high school or in a community college who are ready to enter the job market. A check list of job seeking skills with accompanying handouts, work sheets, and activities make this program ideal for use in the classroom. The easy to use facilitator's manual helps the facilitator to take the students step-by-step through the planning and job search process. The school-to-work planner offers a comprehensive, tangible tool to encourage students to keep a journal of personal thoughts and feelings; reflect on important areas of life development; assess interests and motivations; and plan short- and long-term goals. (JA)

Ordering: TLX-399

Address: ASCA--Get a Life, P. O. Box 960, Herndon, VA 22070 (800) 401-2404, fax: (703) 689-0660

Title: ***Getting Started in Tech Prep***

Series: The Tech Prep Resources Series

Author: Hull, D.

Date of Publication: 1992

Publishers: Waco, Texas: Center for Occupational Research and Development

Description: This workbook is designed to assist planning teams in creating and managing a Tech Prep/Associate Degree (TPAD) consortium. There are three sections. Section I, developing an action plan, includes units on defining tech-prep, steps in planning, assessing the environment, forming the leadership team, and setting goals, measures, and strategies. Section II, getting organized, features units on building the TPAD team, organizing and equipping the committees, developing a TPAD budget, and producing, presenting, and distributing the plan. Section III, TPAD issues and resources, includes units on developing TPAD brochures and presentations, career clusters, TPAD bridge program, jump-starting TPAD, and integrating work-based learning into TPAD. This workbook includes a bibliography. (AP)

Ordering: TLX-616, 165 pages, $24.00

Address: Center for Occupational Research and Development, P. O. Box 21206, Waco, TX 76702-1206 (800) 231-3015

Title: ***Guidelines for Health Education/Health Promotion Degree Programs***

	in Texas
Author:	Health Professions Education Advisory Committee
Date of Publication:	December, 1993
Publishers:	Austin, Texas: Health Professions Education Advisory Committee
Description:	This report addresses educational issues for professional health education and health promotion workers in Texas. These issues were identified by a task force appointed to assess the need to identify the competencies required for health education and health promotion professionals. The topics covered in this report are: health education and health promotion professional - - associate degree, health education and health promotion professional - - baccalaureate degree, health education and health promotion professional - - doctoral degree, and a list of references. The appendices include details of the task force membership, excerpts from the report of the subcommittee on core curriculum, and a list of health education and health promotion degree programs in Texas public universities and health science centers. (RR)
Ordering:	TLX-530, 32 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Handbook for Mentors***
Author:	California Partnership Academies
Publishers:	California Partnership Academies
Description:	This web page provides the table of contents of the Handbook for Mentors and links to download the handbook itself. The topics are entitled: 1) Defining the Mentor Experience, 2) Guidelines and Suggestions for Mentoring, 3) Specific Activities, and 4) Articles for Mentors. Find this document at http://www.oro.net:80/~academy/cpaMH.html, the California Partnership Academies web site. (SR)
Ordering:	46 pages

Title:	***Heart of Texas Tech Prep Consortium: Tech Prep Guide Book***
Author:	Heart of Texas Tech Prep Consortium
Editors:	Roppolo, C.
Date of Publication:	September, 1996
Publishers:	Waco, Texas: McClennan Community College
Description:	This tech-prep guidebook provides the following information: what is tech-prep, why we need it, who benefits from it, how to implement it, when to begin tech-prep, questions and answers about tech-prep, and a list of approved programs. (Perkins grant no.: 66170013) (SR)
Ordering:	TLX-833, 9 pages, $2.00 (paper copy), $2.00 (digital copy)
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Helping Teachers to Understand Their Roles in Integrating Vocational and Academic Education: A Practitioner's Guide***
Author:	Schmidt, B. J., Finch, C. R., Faulkner, S. L.
Editors:	National Center for Research in Vocational Education
Date of Publication:	December, 1992
Publishers:	Berkeley, California: The National Center for Research in Vocational Education (NCRVE)
ERIC DRS No.:	ERIC Document Reproduction Service No. ED 352 468

Description: This guide is designed to help the educational practitioner understand how teachers fulfill their roles in integrating vocational and academic education. To do this, the guide views the role of teachers in the integration process from the perspective of four major themes: faculty cooperation, curriculum development, instructional strategies, and administrative practices and procedures. For each of the themes, specific ways to help teachers understand their roles in integrating vocational and academic education are identified. This guide is meant for educational practitioners to help individual teachers, small groups of vocational and academic teachers working together, or as a resource for group meetings of teachers. The guide can also serve as a resource for teacher educators working with preservice and inservice teachers to help them understand the roles of teachers in the integration process. (RR)
Ordering: TLX-599, 31 pages
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***High Performance Education: Meeting Employer's Needs***
Series: 1991-1992 STARLINK Training Teleconferences
Author: STARLINK
Date of Publication: March, 1992
Publishers: Texas: STARLINK
Description: This teleconference was intended for college faculty, and administrators. Topics covered in this teleconference are: 1) Total Quality Management (TQM), what it is and how it is being utilized by the Texas Department of Commerce; 2) Secretary's Commission on Achieving Necessary Skills (SCANS), what it is and how it works; and 3) Workplace literacy programs, how colleges can implement them and a model program. Presenters are Joe Jablonski, Technical Management Consortium, Carol Moore, Quality Texas, Mary Scott Nabers, Texas Employment Commission, Jorie W. Philippi, Performance Plus Learning Consultants, and Barbara Austin, El Paso Community College. (AP)
Ordering: TLX-518 , 90 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Higher Order Thinking Skills In Vocational Education***
Series: ERIC Digest No. 127
Author: Kerka, S.
Date of Publication: 1992
Publishers: Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education
Description: This ERIC digest defines higher order skills, presents arguments for developing thinking skills in vocational education, and describes strategies and applications in vocational settings. (PP)
Ordering: TLX-185, 2 pages, no charge
Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road Columbus, OH 43210-1090 (800)848-4815

Title: ***Home Economics by any Other Name***
Series: ERIC Trends and Issues Alerts
Author: Kerka, S.

Date of Publication: 1996
Publishers: Columbus, OH: Center on Education and Training for Employment
Description: Recently, many schools and departments of home economics have changed their name to human ecology or family and consumer sciences and others have remained unchanged. This alert looks at the impetus behind the trend and some of the issues involved in the refocusing of home economics curricula. Print and organizational resources are also included. (SR)
Ordering: TLX-846, 2 pages, no charge
Address: Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210

Title: ***How to Choose a College: Guide for the Student with a Disability***
Edition: Fourth ed.
Author: Association on Higher Education and Disability & Heath Resource Center
Date of Publication: 1993
Publishers: Washington, DC: Heath Resource Center
Description: This guide is designed to help students with disabilities organize their search to decide the best college for them. It covers possible questions a student with disabilities might have. A bibliography and two brochures about Americans with Disabilities Act and Section 504: The Law & its Impact on Postsecondary Education are included. (RR)
Ordering: TLX-575, 18 pages
Address: Heath Resource Center, One Dupont Circle, Suite 800, Washington, DC 20036 (800) 544-3284

Title: ***Identification and Validation of Competencies Essential for Clerical /Secretarial Occupations with Implications for Competency-Based Curriculum Development (Secretarial Occupations)***
Author: Temple University
Editors: Moore, W. A.
Date of Publication: 1993
Publishers: Temple University
Description: This thesis describes a study done to examine the competencies required for clerical and secretarial jobs in the Pittsburgh area. The study concentrates on the competencies necessary to obtain entry level positions as bookkeepers, clerk-typists, file clerks, general clerks, secretaries, stenographers, or typists. Two survey questions were asked, one to bookkeepers and the other to clerical and secretarial workers. The questions were: What competencies are characteristic of the work performed by clerical and secretarial workers on the basis of performance, frequency of performance, and importance ? The second question was, does the profile of work performed by clerical and secretarial workers differ by job title as a function of duty category ? The study concluded that to survive in these jobs it was more important to have interpersonal skills than to have skills on equipment. (RR)
Ordering: TLX-133, 165 pages, Order No. AAC 9316512
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Identification of Factors that Facilitate or Hinder the Implementation of Tech Prep in Two-Year Postsecondary Institutions***
Author: Texas A&M University

Editors: Davis, S. E.
Date of Publication: 1994
Publishers: College Station, Texas: Texas A&M University
Description: This thesis describes a study done to identify the factors that influence the implementation of tech-prep in two-year postsecondary institutions. The panel surveyed four administrators, business/industry/advisory committee members, four counselors, and four teachers. A Delphi research model was used for collecting data. The first round of survey results suggested 40 factors that helped tech-prep implementation and 44 factors that hindered tech-prep implementation. The second round of survey, which covered professional development, administration, curriculum, career guidance, and advisory committees, was categorized by experts on the basis of order of importance. (RR)
Ordering: TLX-155, 119 pages, Order No. AAC 9506619
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Identifying the Professional Competencies Needed by Secondary and Post-Secondary Electronics Teachers to Participate in Tech-Prep Programs (Postsecondary)***
Author: Texas A&M University
Editors: Mohammed, T.
Date of Publication: 1993
Publishers: College Station, Texas: Texas A&M University
Description: This thesis describes a study done to examine the qualifications necessary to be an electronics teacher at secondary and postsecondary tech-prep institutions. Ten national tech-prep experts were interviewed. This generated 274 competency statements, which were then compressed into 141 competencies and sorted into 15 categories. Of the 141 competencies, 60 had mean ratings of nine or higher, representing a high degree of importance. There was general consensus with regard to tech-prep pilot programs. The results revealed that electronics instructors at the secondary and post secondary levels need to be able to integrate both academic and other technical subjects into the electronics curriculum. (RR)
Ordering: TLX-522, 133 pages, Order No. AAC 9411312
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Implementing Tech Prep: The Pragmatic View***
Series: 1991-1992 STARLINK Training Teleconferences
Author: STARLINK
Date of Publication: June, 1992
Publishers: Dallas, Texas: STARLINK
Description: This teleconference covered tech-prep implementation from administrator's, counselor's and teacher's perspectives. The presentations included an overview of tech-prep from each perspective. The teacher perspective's panel topics included characteristics of a tech-prep teacher, curriculum integration, lesson planning, and the challenges and benefits of tech-prep implementation. Panelists included Charlie Rouse, Denise Fisher, Ross McKenna, Harriet Palmer, and Lori Haevner. (AP)
Ordering: TLX-605, 240 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title:	***Implementing the National Career Development Guidelines in Texas***
Series:	1994-1995 Professional Development Teleconferences
Author:	STARLINK and Professional Development for Community College Counselors (PDCCC)
Date of Publication:	May, 1995
Publishers:	Dallas, Texas: STARLINK
Description:	This teleconference intended for community college counselors, presents panelists discussing a regional approach to implementing the National Career Development Guidelines. Panelists include Sharla Trimm - Northeast Texas Community College; Bill Selmon - Houston Community College System; Jim Pond - Amarillo College; and Lydia Ortiz - South Texas Community College. (PP)
Ordering:	TLX-239, 60 minute videotape, $20.00 (in state)
Address:	STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title:	***Improvement of Special Populations Coordinators: Final Report, 1994***
Series:	Improvement of Special Populations Coordinators
Author:	University of North Texas
Editors:	Teddlie, J. & LaBrecque, S. V.
Date of Publication:	June, 1994
Publishers:	Denton, Texas: University of North Texas
Description:	This report documents the planning and implementation of the Improvement of Special Populations Coordinators Professional Development Project. The project consisted of a series of workshops offered to special populations coordinators. These workshops were conducted by a cadre of trainers who were trained earlier as workshop coordinators as a part of this project. Goals and tasks are described and documentation relating to implementing the project are given, including committee meeting minutes, professional improvement needs assessment survey instrument and assessment results, workshop flier, sample forms and letters, evaluation forms and results, and budget information. Related product: Improvement of Special Populations Coordinators: Trainers' Manual and Participants' Guide. (Perkins grant no.: 44120005) (JA)
Ordering:	TLX-11, 115 pages, $10.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Improvement of Special Populations Coordinators: Trainers' Manual and Participants' Guide***
Series:	Improvement of Special Populations Coordinators
Author:	University of North Texas
Editors:	Teddlie, J. & Stovall, P. W.
Date of Publication:	June, 1994
Publishers:	Denton, Texas: University of North Texas
Description:	This guide gives a detailed workshop presentation plan. This project documented an emerging occupation that has grown out of the Perkins Act, the position of special populations coordinator. While counselors or teachers may be hired for this new position, programs do not exist to prepare them effectively to carry out specific functions they are mandated to perform. The project was designed to remedy this

situation by developing training workshops for special populations coordinators. In order to conduct the workshops, a cadre of professionals were trained as presenters. Other portions of the guide are devoted to a review of the laws, acts, rules, and state documents relating to the services and educational needs of special population students. Remaining sections provide information about documents used with special populations, data collection, proposal writing, staff development, a glossary, a resource list, and pages from which transparencies can be produced. Related product: Improvement of Special Populations Coordinators: Final Report. (Perkins grant no.: 44120005) (JA)

Ordering: TLX-12, 380 pages, $22.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Improving Sex Equity: Final Report***

Series: Improving Sex Equity

Editors: Lovelace, B, Teddlie, J. and LaBrecque, S

Date of Publication: June, 1993

Publishers: Denton, Texas: University of North Texas

Description: This report describes the accepted proposal to meet the state mandate for access to preparatory and technical/vocational programs for single parents, displaced homemakers, single pregnant women, and students in non-traditional occupational areas. After the Texas Higher Education Coordinating Board accepted their proposal, they implemented it. They planned to a) update the resource manual, Improving Sex Equity in Postsecondary Vocational/Technical Programs, b) conduct six regional workshops designed for the professional improvement of postsecondary directors/coordinators of sex equity programs, c) disseminate the updated resource manual and innovative practices for achieving sex equity in postsecondary technical/vocational programs. To accomplish these goals they conducted a comprehensive search for information in libraries and state agencies, reviewed conference materials, and contacted publishers and business and industry leaders. With this information they updated the resource manual. Then they planned and publicized six regional workshops. Each participant received instructional materials and evaluated the workshops. Finally they planned and conducted a statewide dissemination conference. Equity program administrators will find this report useful especially for the literature review in appendix G. Appendix A contains evaluation data from workshops. Appendix B contains workshop handouts. Appendix C includes evaluation data from the dissemination conference. Appendix D contains project flyers. Appendix E is the third party evaluator's report. Appendix F is the minutes of the project advisory committee meetings. (Perkins grant no.: 33120005) (KK)

Ordering: TLX-559, 211 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Improving Sex Equity in Postsecondary Vocational / Technical Programs: A Resource Manual***

Author: University of North Texas

Editors: Teddlie, J., Lovelace, B. E., & LaBrecque, S. V.

Date of Publication: June, 1993

Publishers: Denton, Texas: University of North Texas

Description: This resource manual presents ideas and methods for vocational personnel to inform students about future trends and needs for equity in the work force. The manual is

divided into sections, including: introduction (bibliography included); awareness process (bibliography included); planning (legislative intent, needs assessment, resources, coordination); career development; strategies for improving sex equity in vocational/technical program; resources; joint planning; and appendices (glossary, effective practices, group activities, examples of strategies). (Perkins grant no.: 33120005) (JA)

Ordering: TLX-43, 450 pages, $24.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Improving the Transition from School to Work in the United States***

Author: Kazis, R.

Date of Publication: 1993

Publishers: Washington, DC: American Youth Policy Forum, Competitiveness Policy Council, and Jobs for the Future

Description: In this paper the author clarifies and describes aspects of the school-to-work transition problem he feels need fixing. The author then discusses trends in program and policy intervention at the local, state, and national levels that might respond to the challenges identified. These trends may be grouped into two areas: a) strategies for improving career pathways, and b) components of an effective career preparation system. The recommendations address each of these components including universal access, high academic standards, increased career exposure and counseling, integration of academic and vocational education, integration of school and work experiences, award of a widely recognized credential based on industry-approved standards bench-marked to international best practice, and clear routes to postsecondary academic advancement. The paper closes with Paul Barton's memorandum on the youth transition. (SR)

Ordering: TLX-645, 33 pages, $5.00 postpaid

Address: American Youth Policy Forum, 1001 Connecticut Avenue NE, Suite 301, Washington, DC 20036-5541 or Jobs for the Future, 1815 Massachusetts Avenue, Cambridge, MA 02140

Title: ***In Their Own Words: Student Perspectives on School-to-Work Opportunities***

Author: Hollenbeck, K.

Date of Publication: 1996

Publishers: Washington, DC: National Institute for Work and Learning

Description: Students are a stakeholder group that has traditionally not been consulted widely in educational evaluations and, in particular, has not had a significant voice in the school-to-work arena. This report, based on a case study format, voices the opinions and perspectives of approximately 60 students about their school- to-work experiences in relation to the Kalamazoo County Education for Employment (EFE) Consortium. This consortium offers work-based learning programs. The first section of the report describes the EFE programs, which vary from traditional classes in school settings, to worksite programs that involve formal education and job training. The second section provides details about the protocol that was followed in conducting the study. The third, fourth, and fifth sections detail students' perceptions, benefits, and areas of needed improvement about the program. The final two sections focus on students' reflections on their experiences with the program, a summary, and conclusions. A listing of the AED board of directors is appended. (SR)

Ordering: TLX-776, 30 pages, $12.00

Address: Academy for Educational Development (AED), 1875 Connecticut Avenue NW,

Washington, DC 20009-1202, (202) 884-8400, fax: (202) 884-8400

Title: ***Inclusion/Detracking: A Resource Guide***
Series: MDS-746
Author: Maddy-Bernstein, C., Matias, Z. B., Cunanan, E. S., Krall, B. T., Iliff, L., Kantenberger, J. A.
Date of Publication: November, 1995
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This guide discusses societal demands and legislative mandates which have dictated changes in the way we educate students, especially those served in special education or tracked into separate programs. There is a growing national sentiment to educate all students in programs which reflect the diversity of the local general student population, through strategies such as mainstreaming, curriculum integration, cooperative learning, and project teaching. This selective resource guide will be useful to all educators interested in including students with disabilities in regular educational programs and in eliminating ability grouping and tracking. It includes exemplary programs and practice, personnel and curriculum centers, descriptions of selected newsletters and journal articles, and educational information centers. Where possible, the guide highlights resources that address students in vocational education and integrated programs. (PP)
Ordering: TLX-242, MDS-746, $8.50
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Incorporating a Youth Development Perspective into School-to-Work Systems***
Edition: STW News, July/August, 1996
Date of Publication: August, 1996
Publishers: Prescott, Arizona: Paradigm Marketing Group, Inc.
Description: This newsletter article provides information about the introduction of youth development perspective into the school-to-work systems. According to the article, youth development perspective offers a set of ideas and principles about who young people are, and what types of developmental experiences they require. School-to-work practitioners are recognizing and integrating into the system, the principles and strategies of youth development. They design networks and opportunities through which adults support, nurture and lead young people in positive directions. Some of the opportunities suggested were: active and self directed learning; take on new roles and responsibilities; ongoing emotional support from adults and peers; community partnerships; and ongoing access to strategic support and social networks. Effective practices, publications, and related organizations are also provided. (SR)
Ordering: TLX-838, 2 pages
Address: Paradigm Marketing Group, Inc., 450-A, Overland Trail, Prescott, Arizona 86303-5880 (520) 445-2875

Title: ***Indigenous School-to-Work Programs: Lessons From Cincinnati's Co-op Education***
Series: MDS-702
Author: Curry Villeneuve, J. & Grubb, W.N.
Date of Publication: June, 1996

Publishers: Berkeley, California: The National Center for Research in Vocational Education (NCRVE)

Description: This online case study discusses what it calls a naturally-occurring experiment in work-based learning: cooperative education programs at two-year colleges in the Cincinnati area. The document describes the varying structures of the Cincinnati cooperative education programs; the initiation of coops, including the roles of education providers, employers, and students; the selection of students for the programs; the creation of strong links between colleges and employers; the evaluation of coops; and potential state and federal roles. The document also discusses the benefits of cooperative education to students, employers, and educational institutions and concludes with implications of the Cincinnati experiment for other school-to-work programs. View the full text of the document at http://ncrve.berkeley.edu/MDS-702/default.html. (CG)

Ordering: TLX-822

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Individuals from Special Populations in Tech Prep Programs: Guide***

Author: Global EDGE Tech Prep Consortium

Editors: Wircenski, M. D.

Date of Publication: June, 1993

Publishers: McKinney, Texas: Collin County Community College

Description: This document is a guide to be used by counselors, administrators, vocational instructors, academic teachers, support personnel, special needs personnel, students, parents, agency representatives, business and industry representatives, and others who are interested in developing and implementing a tech-prep model that promotes access and success for individuals from special populations. It includes sections on identification of individuals from special populations, overview of tech-prep, career development for individuals from special populations, curriculum accommodations for individuals from special populations, and delivery of transition skills to individuals from special populations. Reference materials, sample profiles, instructional strategies, and SCANS (Secretary's Commission on Achieving Necessary Skills) materials with regard to special populations are included in the appendices. (RR)

Ordering: TLX-413, 186 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Industry Personnel Training: Cooperative Education***

Series: Industry Personnel Training

Author: Upper Rio Grande Valley Tech Prep Consortium

Editors: Woelber, H. A.

Date of Publication: 1996

Publishers: El Paso, Texas: Upper Rio Grande Valley Tech Prep Consortium

Description: The purpose of the Industry Personnel Training project is to develop, implement, and pilot a model work based training program that consists of industry guideline documents and work based videos for educator and student work based learning initiatives. This is one of the six videotapes providing industry perspective on cooperative education. Cooperative education program is an arrangement between schools and businesses allowing high school and college students the opportunity for paid employment and course credit while they are attending school. In this program, schools teach students basic skills needed to work in a chosen profession, and the business hires them at entry level and trains them to work at higher levels. It is very

	cost effective for the employers. A companion booklet providing step by step guide to a successful program is available. Related videos: Student Nonpaid Internships; Student & Teacher Preparedness; Registered Apprenticeship; Student Shadow; and Teacher Shadow. (Perkins grant no.: 66180009) (SR)
Ordering:	TLX-792, videotape, 7:14 minutes
Address:	Holly Woelber, Upper Rio Grande Tech Prep Consortium, 1155 Westmoreland, Suite 207, El Paso, Texas 79925, (915) 774-0077, fax: (915) 774-0747, email - woelberh@bliss-emh56.army.mil

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Title:	***Industry Personnel Training: Registered Apprenticeship***
Series:	Industry Personnel Training
Author:	Upper Rio Grande Valley Tech Prep Consortium
Editors:	Woelber, H. A.
Date of Publication:	1996
Publishers:	El Paso, Texas: Upper Rio Grande Valley Tech Prep Consortium
Description:	The purpose of the Industry Personnel Training project is to develop, implement, and pilot a model work based training program that consists of industry guideline documents and work based videos for educator and student work based learning initiatives. This is one of the six videotapes providing industry perspective on registered apprenticeship. Apprenticeships are long term paid training programs that combine on-the-job training and related instruction. Registered apprenticeships lead to recognized credentials in skilled occupations. Guidelines and standards for apprenticeships are set by the Bureau of Apprenticeships and Training (BAT), Department of Labor. A registered apprenticeship program must meet the standards approved, some of them being length of the apprenticeship, wages, job duties, working conditions, and classroom instruction. A companion booklet providing step by step guide to a successful program is available. Related videos: Student Nonpaid Internships; Student & Teacher Preparedness; Cooperative Education; Student Shadow; and Teacher Shadow. (Perkins grant no.: 66180009) (SR)
Ordering:	TLX-791, videotape, 8:53 minutes
Address:	Holly Woelber, Upper Rio Grande Tech Prep Consortium, 1155 Westmoreland, Suite 207, El Paso, Texas 79925, (915) 774-0077, fax: (915) 774-0747, email - woelberh@bliss-emh56.army.mil

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Title:	***Industry Personnel Training: Student Nonpaid Internships***
Series:	Industry Personnel Training
Author:	Upper Rio Grande Valley Tech Prep Consortium
Editors:	Woelber, H. A.
Date of Publication:	1996
Publishers:	El Paso, Texas: Upper Rio Grande Valley Tech Prep Consortium
Description:	The purpose of the Industry Personnel Training project is to develop, implement, and pilot a model work based training program that consists of industry guideline documents and work based videos for educator and student work based learning initiatives. This is one of the six videotapes providing industry perspective on student nonpaid internships. This is an agreement between a business and an educational institution that gives high school and college students the opportunity to gain hands on experience. The school selects appropriate candidates, organizes the logistics of the program and gives the students class credit. Internships provide students with real world experience and practical explorations, and help them gain valuable skills. Workplace knowledge is integrated into the classroom. These programs are successful because the business are dedicated to quality education, educational institutions go the

extra mile, and students want to really learn. This program requires a strong and long commitment from the employers and legal liability for child labor have to be followed within the guidelines. A companion booklet providing step by step guide to a successful program is available. Related videos: Student & Teacher Preparedness; Registered Apprenticeships; Cooperative Education; Student Shadow; and Teacher Shadow. (Perkins grant no.: 66180009) (SR)

Ordering: TLX-790, videotape, 7:14 minutes

Address: Holly Woelber, Upper Rio Grande Tech Prep Consortium, 1155 Westmoreland, Suite 207, El Paso, Texas 79925, (915) 774-0077, fax: (915) 774-0747, email - woelberh@bliss-emh56.army.mil

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Title: ***Industry Personnel Training: Student Shadow***

Series: Industry Personnel Training

Author: Upper Rio Grande Valley Tech Prep Consortium

Editors: Woelber, H. A.

Date of Publication: 1996

Publishers: El Paso, Texas: Upper Rio Grande Valley Tech Prep Consortium

Description: The purpose of the Industry Personnel Training project is to develop, implement, and pilot a model work based training program that consists of industry guideline documents and work based videos for educator and student work based learning initiatives. This is one of the six videotapes providing industry perspective on student shadow. This program provides students an opportunity to visit with industry professionals, observing the latest techniques and technologies used in the workplace, and exploring the workplace. Students can follow the professionals, asking questions, and getting some hands-on experience. This program provides students with individual attention of a mentor, and it is flexible,and informal. Another advantage of this program is that it is not long term. A companion booklet providing step by step guide to a successful program is available. Related videos: Student Nonpaid Internships; Student & Teacher Preparedness; Registered Apprenticeship; Teacher Shadow; and Cooperative Education. (Perkins grant no.: 66180009) (SR)

Ordering: TLX-794, videotape, 7:25 minutes

Address: Holly Woelber, Upper Rio Grande Tech Prep Consortium, 1155 Westmoreland, Suite 207, El Paso, Texas 79925, (915) 774-0077, fax: (915) 774-0747, email - woelberh@bliss-emh56.army.mil

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Title: ***Industry Personnel Training: Student & Teacher Preparedness***

Series: Industry Personnel Training

Author: Upper Rio Grande Valley Tech Prep Consortium

Editors: Woelber, H. A.

Date of Publication: 1996

Publishers: El Paso, Texas: Upper Rio Grande Valley Tech Prep Consortium

Description: The purpose of the Industry Personnel Training project is to develop, implement, and pilot a model work based training program that consists of industry guideline documents and work based videos for educators and student work based learning initiatives. This is one of the six videotapes and is on student and teacher preparedness. This video provides industry perspective on helping teachers and students prepare for the transition from school-to-work. This is one of the essential components of a successful and effective school-to-work programs. Some of these programs are shadow programs, internships, apprenticeships and cooperative education. Success in today's workplace requires careful preparation. Some of the industry's expectations are not only academic performance and job skills, but also

professionalism, interpersonal skills, good character, work ethics, and confidence to deal with supervisors and coworkers. Good communication between school and business is vital to preparing students for the workforce. A companion booklet providing a step by step guide to a successful program is also available. The steps provided are: know what the employers want, plan the programs, and keep lines of communication open. Related videos: Student Nonpaid Internships; Registered Apprenticeships; Cooperative Education; Student Shadow; and Teacher Shadow. (Perkins grant no.: 66180009) (SR)

Ordering: TLX-789, videotape, 7:06 minutes

Address: Holly Woelber, Upper Rio Grande Tech Prep Consortium, 1155 Westmoreland, Suite 207, El Paso, Texas 79925, (915) 774-0077, fax: (915) 774-0747, email - woelberh@bliss-emh56.army.mil

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Title: ***Industry Personnel Training: Teacher Shadow***

Series: Industry Personnel Training

Author: Upper Rio Grande Valley Tech Prep Consortium

Editors: Woelber, H. A.

Date of Publication: 1996

Publishers: El Paso, Texas: Upper Rio Grande Valley Tech Prep Consortium

Description: The purpose of the Industry Personnel Training project is to develop, implement, and pilot a model work based training program that consists of industry guideline documents and work based videos for educator and student work based learning initiatives. This is one of the six videotapes providing industry perspective on teacher shadow. This program provides educators an opportunity to visit with industry professionals, observing the latest techniques and technologies used in the workplace. Educators gain insight into the needs of the employers and they update their skills and knowledge of the profession. This can help them better educate their students on the latest technologies and provide information on what is needed by employers. Another advantage of this program is that it is not long term. A companion booklet providing step by step guide to a successful program is available. Related videos: Student Nonpaid Internships; Student & Teacher Preparedness; Registered Apprenticeship; Student Shadow; and Cooperative Education. (Perkins grant no.: 66180009) (SR)

Ordering: TLX-793, videotape, 7:01 minutes

Address: Holly Woelber, Upper Rio Grande Tech Prep Consortium, 1155 Westmoreland, Suite 207, El Paso, Texas 79925, (915) 774-0077, fax: (915) 774-0747, email - woelberh@bliss-emh56.army.mil

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Title: ***Influence of Computer Literacy upon Re-entry Women in Office Systems and Office Technology Classes (Women Students)***

Author: Texas Woman's University

Editors: Gilstrap, M. L. M.

Date of Publication: 1994

Publishers: Texas: Texas Woman's University

Description: This thesis details a study done to identify factors influencing women returning to the workforce. The attitudes of these women, as well as their computer literacy, was studied. Two hundred forty-seven female and male students were surveyed. Questions asked related to 1) personal data and computer usage background, 2) attitudes toward computers and computer usage, and 3) personal attributes. The results revealed that computer literacy was associated with career goals, general attitude towards computers, and office technology. The study concluded that the relationship between computer literacy and attitudes toward computers was neither direct nor simple. It also

concluded that the level of computer literacy and attitude toward computers of women reentering might be influenced by several related variables. (RR)

Ordering: TLX-160, 150 pages, Order No. AAC 9428331
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Inside Track to the Future: Strategies, Structures, and Leadership for Change***
Edition: Community College Journal, vol. 66, n.4, p.10-19, Feb-Mar 1996
Author: Alfred, R. Carter, P.
Date of Publication: February, 1996
Publishers: Washington, DC: American Association of Community Colleges
Description: This journal article describes the importance of community colleges looking toward the future to compete effectively. It suggests that change is a variable process that progresses slowly or quickly depending on the interaction of three variables: competitors, customers, and organizational cultures. The article includes a checklist for college leaders to determine their level of orientation towards the future. (SR)
Ordering: TLX-813
Address: AACC, One Dupont Circle NW, Suite 410, Washington DC 20036

Title: ***Institutional Effectiveness and the Classroom***
Series: 1994-1995 Professional Development Teleconferences
Author: STARLINK
Date of Publication: January, 1995
Publishers: Dallas, Texas: STARLINK
Description: This teleconference intended for the faculty, addressed the issue of how institutional effectiveness mandates can have a direct, positive effect on classroom learning. The workshop demonstrated how to use statistical data generated by the institutional research office to enhance classroom learning and improve curricula. Nationwide examples were provided on how these data were being used in innovative ways. Presenters included K. Patricia Cross, co-author Classroom Assessment Techniques, and Peter Ewell from the National Center for Higher Education Management Systems. (PP)
Ordering: TLX-234, 90 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Institutional Leadership Development for Student Follow-Up Systems***
Author: The University of Texas - Austin
Date of Publication: June, 1992
Publishers: Austin, Texas: The University of Texas
Description: This user manual describes the various aspects of a project designed to help Texas public community, junior, and technical colleges document student development after completing technical education programs. The manual includes the project process flow, findings and recommendations from surveys, and technical specifications such as definition of summary of wage and student record, file creation rules and specifications, and sample questions and answers from regional training sessions. The list of advisory committee members, training regions, project information, minutes of meetings, and glossary are included in the appendices. (Perkins grant no.: 003658) (RR)

Ordering: TLX-372, 85 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Instructional Telecommunications in Texas Higher Education : A Progress Report to the 74th Legislature in Response to SCR 66 of the 73rd Legislature***
Author: Texas Higher Education Coordinating Board
Date of Publication: January, 1995
Publishers: Austin, Texas: Texas Higher Education Coordinating Board
Description: This progress report is the result of a study on the use of instructional telecommunications in Texas's higher education institutions. The topics covered by the report are: 1) instructional Telecommunications in Texas higher education; 2) obstacles to expanded use of instructional telecommunications; 3) concepts to guide further development; and 4) policy initiatives and recommendations. Illustrations substantiating all the findings are also included. A list of Instructional Telecommunication Networks in Texas and a copy of the Senate Concurrent Resolution (73rd Legislature) are included in the appendices. (RR)
Ordering: TLX-569, 22 pages, $2.00
Address: Texas Higher Education Coordinating Board, Office of Governmental Relations/Public Information, PO Box 12788, Austin, TX 78711-2788, (512) 483-6111

Title: ***Integrated Lesson Plans***
Author: Upper Rio Grande Tech Prep Consortium
Publishers: El Paso, Texas: Upper Rio Grande Tech Prep Consortium
Description: This set of seven disks contains integrated lesson plans for grades' 2-14. The lesson plans are for various subjects and topics. Each lesson plan contains the following information: course title, what grade it is for, objective, materials needed, procedure, reading assignments, discussions, guided practice, independent practice, evaluation, and developer's name. (SR)
Ordering: TLX-804, $14.00 (7 disks)
Address: TECHlinx, Austin community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Integrating Academic And Vocational Education: An Equitable Way To Prepare Middle Level Students For The Future***
Series: ERIC Digest No. 83
Author: Berryman, S., Flaxman, E., & Inger, M.
Date of Publication: November, 1992
Publishers: New York, NY: ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education
Description: This ERIC digest is based on the paper Building the Middle available from the National Center for Research in Vocational Education. It contains a discussion of integration of academic and vocational education, specifically curriculum and teaching strategy, school organization (models), benefits of integrating academic and vocational education, and implementation. (PP)
Ordering: TLX-190, 2 pages, no charge
Address: ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 212-678-3433

Title:	***Integrating Academic and Vocational Education: Strategies for Implementation***
Series:	ERIC Digest No. 120
Author:	Lankard, B. A.
Date of Publication:	1992
Publishers:	Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University
Description:	This Eric digest reviews recent literature on the integration of academic and vocational education, highlighting the rationale, goals, and focus of integration efforts and describing eight models of integration and elements for success. (SR)
Ordering:	TLX-302, 2 pages, no charge
Address:	ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815

Title:	***Integrating Academic Skills into Voc / Tech Programs: Final Report, 1992***
Author:	Paris Junior College
Date of Publication:	August, 1992
Publishers:	Paris, Texas: Paris Junior College
Description:	This final report describes a project to 1) develop a model system for defining related academic skills at the vocational competency level and 2) demonstrate how these identified skills can be incorporated into assessment instruments to improve the performance of special populations. The report includes an executive summary and introduction and other brief sections on academic skills analysis methods, goals and objectives, methodology and work activities, and results and findings. Competencies and tasks for the architectural drawing program, listing of math and communication skills, pretests, posttests, analysis of test results are also given. Also included in this report are recommendations and findings, both general and those associated with academic skills analysis, testing, and skill development; how this model can be replicated; model workplan for integrating academic skills instruction; bibliography; and definition of terms. (Perkins grant no.: 22140005) (SR)
Ordering:	TLX-65, 60 pages, $6.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Integrating Basic Skills with Technical / Vocational Instruction: Workshop Participation Handouts***
Author:	Northeast Texas Community College
Editors:	Travis, E.
Date of Publication:	1991
Publishers:	Mt. Pleasant, Texas: Northeast Texas Community College
Description:	This workshop participation handout is a product of a workshop conducted to improve the skills of academic and technical faculty and to provide greater integration of basic skills instruction within the technical and vocational education curriculum. A brief section on findings from the review of the literature and a section containing four instructor competencies are given. The handouts are grouped by three task objectives. First, participant teams (one basic skills instructor and one occupational instructor per team) identify two basic skills used in the performance of two occupational tasks

performed by a student in an occupational course (35 pages). Next, participant teams identify the relationship and application of basic skills to occupational tasks (10 pages). Finally, participant teams develop instructional materials to be used by an instructor of basic skills to assist students in understanding the relationship and application of basic skills to occupational tasks (48 pages). References also are given. (Perkins grant no.: 11120005) (SR)

Ordering: TLX-72, 117 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Integrating Reforms Into Your Current System: Case Study From Oregon***

Series:

Edition: STW Reporter: vol. 1, no. 12, p. 3-7, March 1996

Author: Leger, R.

Date of Publication: March, 1996

Publishers: Alexandria, Virginia: American Vocational Association

Description: This case study talks about a successful integration of reform into the school system. In 1989, Roosevelt High School was a traditional four-year high school located in one of the most economically deprived neighborhoods of Oregon. The school had high drop-out and absenteeism rates, a small percentage of college bound students, and many families subsisting at low-paying jobs because they lacked the skills necessary to make a good transition. Things changed dramatically with the infusion of a school-to-work component. In this article, Leger talks about the efforts to implement this infusion, create a partnership with local businesses, and restructure the education including the development of an applied academic curriculum with integration of general studies and vocational education in six career pathways. He also discusses work-based learning, its importance, and its implementation. Several ways the author mentions to implement work-based learning are involvement of all stakeholders, adequate preparation of students, paid summer internships for staff, and retaining an in-school coordinator to bridge gaps. He also talks about some of the obstacles that they had to overcome such as, time and scheduling problems and obtaining sufficient funding. This case study is one of the articles in a book, Successful Strategies: Building a School-to-Careers System ($79.00) published by AVA. (SR)

Ordering: TLX-468

Address: American Vocational Association, 1410 King Street, Alexandria, VA 22314 (800) 826-9972, fax: (703) 683-7424

Title: ***Integrating SCANS: A Process not an Event***

Author: Brookhaven Community College - Dallas County Community College District

Date of Publication: 1995

Publishers: Farmers Branch, Texas: Brookhaven Community College - DCCCD

Description: This report describes a workshop designed for educators planning to integrate the teaching of The Secretary's Commission on Achieving Necessary Skills (SCANS) competencies and foundation skills in their curriculum and instruction. The focus of the workshop was on how to approach issues that will have to be dealt with before educators integrate the SCANS competencies and skills. The workshop was divided into three parts: 1) SCANS overview-Building a foundation; 2) Successful models; and 3) Moving from awareness to action. The appendices include a list of SCANS competencies/foundation skills and a list of worst implementation mistakes educators can make. (Perkins grant no: 55120006) (RR)

Ordering: TLX-702, 89 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Integrating Science And Math In Vocational Education***
Series: ERIC Digest No. 134
Author: Lankard, B. A
Date of Publication: 1993
Publishers: Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education.
Description: This ERIC digest describes strategies for integrating science, math, and vocational education. It also highlights exemplary curricula and model programs. (PP)
Ordering: TLX-187, 2 pages, no charge
Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University,1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title: ***Integration Stations: A Guide to Integration of Academic and Vocational Education Project Sites Across the U.S.***
Author: Educational Development & Training Center, East Texas State University
Date of Publication: 1992
Publishers: Commerce, Texas: Educational Development and Training Center, East Texas State University
Description: This resource contains a list of schools throughout the United States which have been identified as integration sites. The sites were identified through telephone calls and some actual visits to schools where academic and vocational education are being integrated. Names, addresses and telephone numbers of contact persons are provided. (SR)
Ordering: TLX-620, 70 pages, $5.00
Address: Jayne Hughes, Sales & Marketing Coordinator, Educational Development & Training Center, East Texas State University, Commerce, TX 75429, 903-886-5624

Title: ***Integrative Curriculum: A Comparison of Performance of Vocational-Technical Education Students and Academic Education Students***
Author: University of Idaho
Editors: Baker, J. P.
Date of Publication: 1995
Publishers: Idaho: University of Idaho
Description: This dissertation examines the concern that vocational education students may have difficulties in completing course work in university classes. It describes a study done to compare the performance of vocational-technical education students against academic students. Two selected courses, English composition and intermediate algebra, were used as a measure. The study was based on two null hypotheses: 1) There is no significant difference in the grades of the two sets of students in English composition; 2) There is no significant difference in the grades of the two sets of students in intermediate algebra. Hypotheses One was rejected while Hypotheses Two was not rejected. (RR)
Ordering: TLX-131, 63 pages, Order No. AAC 9528726
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Intermediate / College Algebra Applied Methodologies & Accelerated Learning: Final Report, 1995***
Series: Intermediate / College Algebra Applied Methodologies & Accelerated Learning
Author: Texas State Technical College - East Texas Center at Marshall
Editors: Fox, H.
Date of Publication: August, 1995
Publishers: Marshall, Texas: Texas State Technical College
Description: This final report describes a project to research and report on the status of accelerated learning strategies for intermediate algebra and college algebra in Texas. Its goal was to develop and test competency based instruction and application and assessment methods that facilitate accelerated learning for algebra students. An executive summary and introduction are included along with goals, results of goals, evaluation, summary, recommendations, and findings. The appendices include: project abstract, project goals, objectives, actions, time lines and persons involved, research findings, annotated bibliography of accelerated learning in algebra, survey of accelerated learning form, presurvey, postsurvey, and evaluation forms. Related products: Applied Algebra Curriculum Modules, 1996 Final Report. (Perkins grant no.: 55170025) (SR)
Ordering: TLX-61, 60 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Intermediate / College Algebra Applied Methodologies & Accelerated learning: Applied Algebra Curriculum Modules***
Series: Intermediate / College Algebra Applied Methodologies & Accelerated Learning
Author: Texas State Technical College - East Texas Center at Marshall
Editors: Fox, H.
Date of Publication: August, 1995
Publishers: Marshall, Texas: Texas State Technical College
Description: This guide with curriculum modules is a product of a grant to develop and implement applications methodologies into the various levels of mathematics instruction. The guide was designed for instructors of Intermediate and College Algebra courses. These modules could be used directly as supplemental modules for existing algebra curricula, or could be used as stand alone units, although they clearly do not constitute a complete course. The modules included in this guide are: 1) functions, graphing skills, estimation skills; 2) problem solving, including geometric, real number properties and operations; 3) problem solving, including rates and word problems; 4) linear equations and inequalities, quadratic equations and inequalities; 5) use of statistics; and 6) exponents and roots. Related products: 1995 Final Report, 1996 Final Report. (Perkins grant no.: 55170025) (SR)
Ordering: TLX-62 , 223 pages, $14.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Intermediate / College Algebra Applied Methodologies & Accelerated learning: Mathematics Applied Methodology: Final Report, 1996***
Series: Intermediate / College Algebra Applied Methodologies & Accelerated Learning
Author: Texas State Technical College - East Texas Center at Marshall
Editors: Fox, H.
Date of Publication: August, 1996
Publishers: Marshall, Texas: Texas State Technical College

Description: This continuation project aims to assist tech-prep consortia across the state of Texas with the dissemination of Applied Algebra Curriculum Modules, developed during the previous grant year, 1994-95. This final report provides the project summary, goals and objectives, time and effort report, and requests filled. Related products: Applied Algebra Curriculum Modules, 1995 Final Report. (Perkins grant no.: 66180006)
Ordering: TLX-831, 19 pages, $2.00 (paper copy), $2.00 (digital copy)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Inventory and Assessment of Vocational Education for Inmates and Ex-Offenders: Final Report, 1991***
Author: Texas A & M University
Date of Publication: August, 1991
Publishers: College Station, Texas: Texas A & M University
Description: This is a final report of a grant to develop an inventory of postsecondary vocational training programs for inmates and ex-offenders and to assess the available programs. This report provides background information and describes the objectives of the project. Procedures for inventory construction and steps for conducting the assessment are described. Some noteworthy findings are discussed. Assessments of various training programs and conclusions and recommendations are provided. Instruments used for data collection and the inventory completed are provided in the appendices in various formats, by facility, by course title, and by geographic location. (Perkins grant no.: 11130001) (RR)
Ordering: TLX-407, 50 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Is Vocational Education Still Necessary?***
Edition: Journal of Industrial Teacher Education, v.32 no.2, p. 6-29, 1995
Author: Gray, K., Wang, W., & Malizia, S.
Date of Publication: 1995
Publishers: National Association of Industrial & Technical Teacher Educators
Description: This article attempts to define the need for vocational education. The article begins by explaining that most high school students are enrolled in college track curriculum and that many of these students would benefit more from vocational education. The authors then explain the role vocational education plays in society as a whole and which students would benefit from it. The authors also provide a brief history of vocational education and outline current curriculum debates. Vocational educators needing an overview and justification for vocational education will find this article very useful; find it at http://borg.lib.vt.edu/ejournals/JITE/v32n2/gray.html. (KK)

Title: ***Item Banking Manual: Defining and Converting Employer Standards and Expectations into Student Performance Outcomes in Competency-Based Instruction***
Author: Northeast Texas Community College
Date of Publication: 1990
Publishers: Mt.Pleasant, Texas: Northeast Texas Community College
Description: This manual describes item banking, a process which generates student evaluation instruments customized to help students progress faster. Item banking offers rapid feedback to students concerning their progress, reinforcing good instruction. A chart

modeling the steps of a process for adapting and updating test items keyed to competencies in competency based vocational education (CBVE) is included. The steps of item banking are: develop competencies and employer standards; determine testing needs and item formats, develop categorization and calibration systems, review items for quality and technical content, build the item bank based on previous decisions, and assure student performance and program accountability. Also included is a list of references. (Perkins grant no.: 00130005) (SR)

Ordering: TLX-70, 37 pages, $4.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Job Placement Through Tech Prep: A Winning Combination***

Author: Upper Rio Grande Tech Prep Consortium

Editors: Woelber, H.

Publishers: El Paso, Texas: Upper Rio Grande Tech Prep Consortium

Description: This report describes how the Upper Rio Grande Tech Prep Consortium prepares students for entering the workforce. Sections include 1) background information on tech-prep, 2) a list of tech-prep consortium directors, 3) sample career pathways, and 4) a description of the cooperative education program. Sample brochures pertaining to the program are attached. (RR)

Ordering: TLX-657, 25 pages, $2.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Job Search Methods***

Series: ERIC Digest No. 121

Author: Wagner, J. O.

Date of Publication: 1992

Publishers: Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University

Description: This Eric digest provides guidelines for preparing for and conducting a job search. Steps discussed include developing a resume, locating prospective employers, applying for the job, interviewing, and following through. This is a companion to ERIC Digest No. 85, Locating Job Information. (SR)

Ordering: TLX-303, 2 pages, no charge

Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815

Title: ***Job Training Versus Career Development: What is Voc Ed's Role?***

Series: ERIC Digest No. 171

Author: Lankard, B. A.

Date of Publication: 1996

Publishers: Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education

Description: This digest explores the questions - - should vocational education concentrate on preparing students for specific jobs or should it be more focused on broader career development (including lifelong learning, employability, and cognitive skills). It also examines how vocational education programs can best prepare students to meet the demands of the current and future workplace. (SR)

Ordering: TLX-761, 2 pages, no charge

Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, 800-848-4815

Title: ***JROTC Telecommunications Technology Academy***
Author: James Madison High School JROTC Career Academy
Publishers: Dallas, Texas: James Madison High School
Description: In 1993, James Madison High School was the recipient of a grant from the Department of Defense (DOD) to design and implement a new school within a school program for students in the field of telecommunications technology. This is one of the 30 academies funded by DOD to decrease drop-out of high risk students and increase the graduation rate. The mission of the career academy is to provide the students in the Dallas public schools with academic, vocational, and leadership training that will give them the best access to higher education and employment opportunities in the field of telecommunications technology. This academy will result in the decrease of drop-out rate of high risk students, integrate academic and technical curriculum, and provide mentors, paid employment, and job opportunities for youth through school business partnership. The program will prepare students for entry-level jobs in the telecommunications industry. The program is designed for four years starting with the ninth grade. The peripheral materials include an information booklet about the academy, news stories, and a brochure of the program. (SR)
Ordering: TLX-746, 23 pages
Address: James Madison High School JROTC Career Academy, 300 Martin L. King, Jr. Blvd., Dallas, TX 75215-2499, (214) 565-6644

Title: ***Key Issues in Vocational Education: Tip Sheet for Education Writers***
Series: MDS-035
Author: National Center for Research in Vocational Education
Date of Publication: February, 1992
Publishers: Berkeley, California: The National Center for Research in Vocational Education (NCRVE)
Description: This publication provides tips designed to familiarize vocational educators with the key issues in vocational education: integrating academic and vocational education, tech-prep, and performance standards and measures. It also presents information on NCRVE (National Center for Research in Vocational Education) resource materials and contacts. (SR)
Ordering: TLX-773, MDS-035, 12 pages, $1.50 plus $1.00 shipping and handling
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Law Enforcement Tech-Prep Program: Program Development Manual***
Author: Bee County College
Editors: McBryde, N. M., Kane, M.
Date of Publication: November, 1994
Publishers: Beeville, Texas: Bee County College
Description: This manual is intended as a guide for community and technical colleges and high schools in planning and operating law enforcement tech-prep programs. It provides descriptions of the program, curriculum design, directions to complete student competency profiles, materials needed, instructor qualifications, employment opportunities, and application procedures. The appendices include a list of task force

members, course and curriculum description, forms for student profiles, textbooks, questionnaire results, and application forms. (Perkins.: 33170020) (RR)

Ordering: TLX-361, 120 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Laying the Foundation for Integration (National Satellite Teleconference)***

Series: MDS-464

Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: This teleconference was conducted on October 14, 1992. The objective of the teleconference was to share strategies for initiating integration of vocational and academic education programs. Over 1,000 sites representing all fifty states, the District of Columbia, and the Virgin Islands registered to downlink the teleconference. (SR)

Ordering: TLX-334, MDS-464, Videotape, $15.00

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Leading the Multicultural Community College***

Edition: Community College Journal of Research and Practice, vol. 20, n.1, p.1-8, Jan-Feb 1996

Author: Gallego, A. P.

Date of Publication: February, 1996

Publishers: Bristol, Pennsylvania: Taylor & Francis Ltd.

ERIC DRS No.: ERIC Document Reproduction Service No. EJ 518 551

Description: This article examines issues of multiculturalism and educational equality faced by community college leaders. It indicates that leaders of multicultural community colleges must demonstrate a commitment to diversity, develop appropriate policies, gain access to reliable information, and collaborate with community groups and organizations to lead their college into the next century. (SR)

Ordering: TLX-810

Address: 1900 Frost Road, Suite 101, Bristol, PA 19007-1598 (215) 785-5800, fax: (215) 785-5515

Title: ***Learning the Works: Youth Apprenticeship Briefing Book***

Author: Jobs for the Future, Inc.

Date of Publication: 1993

Publishers: Cambridge, Massachusetts: Jobs for the Future, Inc.

Description: This guidebook intended for policymakers, journalists, and educators, provides general information about youth apprenticeship in the United States. Topics covered include: 1) model programs, 2) guidelines for state youth apprenticeship policy, 3) suggestions for federal youth apprenticeship policy, 4) current laws concerning child labor, liability, and other apprenticeship issues, and 5) contacts and resources for youth apprenticeship systems. (AP)

Ordering: TLX-618, 200 pages, $35.00

Address: Jobs for the Future, Inc., 1815 Massachusetts Avenue, Cambridge, MA 02140, (617) 742-5995

Title: ***Learning to Read Automotive Publications***
Series: Developmental Reading for Technical Students
Author: Brookhaven College - Dallas County Community College District
Editors: Faulkner, A. B., Lee, L. H., & Brisley, P.
Date of Publication: 1992
Publishers: Farmers Branch, Texas: Brookhaven College - DCCCD
Description: This developmental reading resource manual is designed for automotive-related occupations. It contains reading samples which include on-the-job and textbook materials and directed assignments to develop independent reading skills. The guide is divided into three different levels: level one provides considerable support and direction in mastering a text, level two supplies some support and direction but requires greater student independence, and level three requires the greatest independence, merely reminding students of the need to choose effective strategies before, during, and after reading. Notes to the instructor and to the student, annotated bibliography, reference bibliography, and student reading inventory are given. This is followed by chapters from textbooks, articles from newspapers and other publications on automotive technology, and accompanying exercises called guides. Related products: five additional developmental reading guides. (Perkins grant no.: 22110006) (SR)
Ordering: TLX-69, 66 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Learning to Read Child Development Publications***
Series: Developmental Reading for Technical Students
Author: Brookhaven College - Dallas County Community College District
Editors: Faulkner, A. B., Lee, L., Jackman, H.,
Date of Publication: 1993
Publishers: Dallas, Texas: Brookhaven College - DCCCD
Description: This document is an occupation-specific resource manual. It contains reading samples which include on-the-job and textbook materials plus directed assignments for child development students to develop independent reading skills. The guides are at three different levels of support: level one provides the most support and direction for students, level two provides slightly less support, and level three requires the greatest independence on the part of the students. Notes to the instructor and to the student, annotated bibliography, reference bibliography, and student reading inventory are given in these guides. This is followed by chapters from textbooks, articles from newspapers, other publications on office technology, and accompanying exercises relating to the three levels. Student response forms and instructor feedback forms are also attached. Related products: five additional developmental reading guides. (Perkins grant no.: 33110012) (RR)
Ordering: TLX-440, 280 pages, $17.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Learning to Read Computer Publications***
Series: Developmental Reading for Technical Students
Author: Brookhaven College - Dallas County Community College District
Editors: Faulkner, A. B., Lee, L. H., & Johnson, M.
Date of Publication: 1992
Publishers: Farmers Branch, Texas: Brookhaven College - DCCCD

Description: This developmental reading resource manual is designed for computer-related occupations. It contains reading samples which include on-the-job and textbook materials and directed assignments to develop independent reading skills. The guide is divided into three different levels: level one provides considerable support and direction in mastering a text, level two supplies some support and direction but requires greater student independence, and level three requires the greatest independence, merely reminding students of the need to choose effective strategies before, during, and after reading. Notes to the instructor and to the student, annotated bibliography, reference bibliography, and student reading inventory are given in this guide. This is followed by chapters from textbooks, articles from newspapers and other publications, and accompanying exercises called guides to computer technology. Related products: five additional developmental reading guides. (Perkins grant no.: 22110006) (SR)

Ordering: TLX-85, 65 pages, $6.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Learning to Read Fashion Publications***

Series: Developmental Reading for Technical Students

Author: Brookhaven College - Dallas County Community College District

Editors: Faulkner, A. B., Lee, L. H., & Sullivan, M.

Date of Publication: 1992

Publishers: Farmers Branch, Texas: Brookhaven College - DCCCD

Description: This developmental reading resource manual is designed for fashion-related occupations. It contains reading samples which include on-the-job and textbook materials and directed assignments to develop independent reading skills. The guide is divided into three different levels: level one provides considerable support and direction in mastering a text, level two supplies some support and direction but require greater student independence, and level three requires the greatest independence, merely reminding students of the need to choose effective strategies before, during, and after reading. Notes to the instructor and to the student, annotated bibliography, reference bibliography, and student reading inventory are given in these guides. This is followed by chapters from textbooks, articles from newspapers, other publications on fashion merchandising, and accompanying exercises called guides. Also included in this guide is a brochure about Liz Claiborne company. Related products: five additional developmental reading guides. (Perkins grant no.: 22110006) (SR)

Ordering: TLX-86, 65 pages, $6.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Learning to Read Nursing Publications***

Series: Developmental Reading for Technical Students

Author: Brookhaven College - Dallas County Community College District

Editors: Lee, L. H., Brumbach, M. A., Faulkner, A. B., Stahl, D. K., & Macklin, G.

Date of Publication: 1991

Publishers: Dallas, Texas: Brookhaven College - DCCCD

Description: This developmental reading resource manual is designed for nursing students. It contains reading samples which include on-the-job and textbook materials and directed assignments to develop independent reading skills. The guide is divided into three different levels: level one provides considerable support and direction in mastering a text, level two supplies some support and direction but requires greater student independence, and level three requires the greatest independence, merely reminding

	students of the need to choose effective strategies before, during, and after reading. Notes to the instructor and to the student, annotated bibliography, reference bibliography, and student reading inventory are given in this guide. This is followed by chapters from textbooks, articles from newspapers, other publications on nursing, and accompanying exercises called guides. Forms for student response also are attached. Related products: five additional developmental reading guides. (Perkins grant no.:11110012) (RR)
Ordering:	TLX-362, 280 pages, $17.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Learning to Read Office Technology Publications***
Series:	Developmental Reading for Technical Students
Author:	Brookhaven College - Dallas County Community College District
Editors:	Faulkner, A. B., Lee, L., Landenberger, A. M.,
Date of Publication:	1993
Publishers:	Dallas, Texas: Brookhaven College - DCCCD
Description:	This document is an occupation-specific resource manual. It contains reading samples which include on-the-job and textbook materials plus directed assignments for office technology students to develop independent reading skills. The guides are at three different levels of support: level one provides the most support and direction for students, level two provides slightly less support, and level three requires the greatest independence on the part of the students. Notes to the instructor and to the student, annotated bibliography, reference bibliography, and student reading inventory are given in these guides. This is followed by chapters from textbooks, articles from newspapers, other publications on office technology, and accompanying exercises relating to the three levels. Forms for student responses are also attached. Related products: five additional developmental reading guides. (Perkins grant no.: 33110012) (RR)
Ordering:	TLX-439, 280 pages, $17.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Learning to Work - A Manual for Developing Advanced Skills Courses at Community and Technical Colleges***
Author:	Texas State Technical College - East Texas Center at Marshall
Editors:	Brumbach, M. & Lee, L.
Date of Publication:	1993
Publishers:	Marshall, Texas: Texas State Technical College
Description:	This manual contains practical advice for developing a tech-prep program. Administrators considering offering a tech-prep program should read this manual. The manual begins by explaining what tech-prep is and how it works. Then the manual connects tech-prep with SCANS (Secretary's Commission on Achieving Necessary Skills) and TQM (Total Quality Management) and explains how to build partnerships with the relevant agencies such as: secondary education officials, postsecondary education officials, the business community, local government, and civic groups. The remainder of the manual provides some practical information for developing a tech-prep program like techniques for assessing curriculum materials; resources for duty, task, and competency lists; validating duty, task, and competency lists; and converting duty, task, and competency lists to enhanced competencies for advanced skills courses. Finally the manual explains how the principles of TQM can help administrators

	evaluate their programs. (Perkins grant no.: 33170003) (KK)
Ordering:	TLX-446, 30 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Learning to Work/Working to Learn***
Author:	American Vocational Association
Publishers:	Alexandria, Virginia: American Vocational Association
Description:	This package contains the Learning to Work/Working to Learn video along with four print items to be used in conjunction with the audiovisual aid. The strategic plan is designed to help you create a marketing campaign, prepare an agenda, communicate within the community, and arrange for a video presentation. The questions and answers flyer gives answers to the most frequently asked questions which arise in community awareness sessions, including how a school-to-work program contributes to economic development, which federal funding is important, and statistical support documenting the success of vocational-technical education. The School-to-Career brochure which targets business leaders documents the benefits of the program to employers. The How to Prepare Your Teen for Work brochure targets parents and provides a list of ten concrete actions they can take to help prepare their children for productive careers. The video and print materials provide a customized plan to mount a community education campaign promoting school-to-work efforts. (JA)
Ordering:	TLX-264
Address:	American Vocational Association, 1410 King Street, Alexandria, VA 22314 (800) 826-9972, fax: (703) 683-7424

Title:	***Legislative Principles for Career-Related Education and Training: What Research Supports***
Series:	MDS-900
Date of Publication:	March, 1995
Publishers:	Berkeley, California: The National Center for Research in Vocational Education (NCRVE)
ERIC DRS No.:	ERIC Document Reproduction Service No. ED 383 840
Description:	Expiration of the Carl D. Perkins Vocational and Applied Technology Education Act and of the Adult Education Act in 1995 makes it necessary to consider federal priorities in work related education and training. This statement, prepared by National Center for Research in Vocational Education (NCRVE) and based on NCRVE research and collaboration with schools, colleges, and other agencies since 1988, proposes a consistent set of principles that can serve as a framework for new federal legislation. This report is intended to be useful to a wide audience, including education policymakers and practitioners, elected officials, and members of the State and Federal organizations. (SR)
Ordering:	TLX-631, 20 pages, $5.00, MDS-900
Address:	NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title:	***Lesson Plans for Integrating Workplace Skills into the Classroom***
Author:	Central Texas Tech Prep Consortium
Editors:	Roberts, J. D., Williams, W.L.
Date of Publication:	1993
Publishers:	Temple, Texas: Temple Junior College

Description: This guide provides a uniform model for learning that can be disseminated throughout the region. The lessons focus on skills transferable to the workplace with the workplace being explicitly addressed in the activities. The lesson plans cover promotion, career research, statistics, using mathematics in real life situations, and writing resumes and letters of recommendation. (Perkins grant no.: 33170009) (RR)
Ordering: TLX-542, 45 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Lesson Plans for Integrating Workplace Skills into the English Language Arts Curriculum***
Author: Central Texas Tech Prep Consortium
Editors: Brantly, C.
Date of Publication: 1992
Publishers: Temple, Texas: Central Texas Tech Prep Consortium
Description: This guide provides lesson plans, classroom activities, and resources for teaching secondary English students workplace skills using popular literary genres and texts. Secondary English teachers interested in teaching critical thinking and workplace skills to their students should read this report. The lesson plans cover Greek drama, Antigone, inferential thinking skills and identifying the main idea, the novel, romance literature, drama: Death of a Salesman, the short story: The Tell Tale Heart, Shakespeare: Julius Caesar, political systems in literature, and the first research project. (Perkins grant no.: 22410025) (KK)
Ordering: TLX-328, 24 pages, $2.00 (paper copy), $2.00 (disk copy)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Life Work Portfolio***
Author: National Occupational Information Coordinating Committee, Maine Occupational Information Coordinating Committee, & Career Development Training Institute
Date of Publication: 1995
Publishers: Stillwater, Oklahoma: NOICC Training Support Center
Description: This portfolio and accompanying guide work together to take students through a process of career development. The portfolio contains four sections, entitled: 1) Who I am; 2) Exploring; 3) Deciding; and 4) Planning and Acting. It can be used by and individual or in a group setting. The portfolio enables students to keep track of their work record, skills and accomplishments, and strengths. The guide gives background information and suggestions for use of the portfolio, provides questions to expand thinking, and contains information on additional resources. It can be used by a group facilitator as a text for workshops. (JA)
Ordering: TLX-398
Address: Customer Service, Oklahoma Dept. of Vo-Tech, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (800) 654-4502, fax: (405) 743-5154

Title: ***Linking College and Work: Policies and Practices of Exemplary Two-Year College Work-Based Learning Programs***
Author: Bragg, D. D. & Hamm, R. E.
Date of Publication: 1995
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: This is the executive summary of the second phase of a study on the status of work-based learning in America's community, junior, and technical colleges. This study looked at field studies of ten work-based learning programs in eight two-year colleges, to study a range of work-based learning models in occupational and technical education. This study documented the quality of the programs from the perspective of various stakeholder groups, especially students, faculty, and employers. Also included is the questionnaire sent to the colleges on work-based learning. (SR)
Ordering: TLX-526, 24 pages, no charge
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Locating Vocational Education Curriculum and Instructional Materials***
Series: ERIC Digest No. 169
Author: Wagner, J. O.
Date of Publication: 1996
Publishers: Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education
Description: This digest provides a variety of sources for curricula, lesson plans, and other instructional materials. Included are world wide web (WWW) sites, listservs, ERIC database, and agencies which provide assistance regarding vocational education materials. (SR)
Ordering: TLX-763, 2 pages, no charge
Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, 800-848-4815

Title: ***LONESTAR+***
Author: Brazosport College
Editors: Parker, R. & Smith, S.
Date of Publication: 1995
Publishers: Lake Jackson, Texas: Brazosport College
Description: This joint project was conducted by Brazosport College and the Dallas County Community College District (DCCCD). It was designed to provide each community and technical college in the state of Texas with the ability to determine longitudinal enrollment, retention, and success patterns for their own students; the ability to link their students' educational activities with later or concurrent success in additional education and employment; and the means to store, retrieve, and analyze a variety of existing student data using simple but powerful relational database technology and ad hoc query tools. The system was designed to merge the longitudinal student tracking capabilities of the Longitudinal Evaluation, Student Tracking and Reporting (LONESTAR) system with special populations, campus services, and other data which were contained in the Student Tracking and Information Retrieval System (STAIRS). (Perkins grant no.: 55130001) (JA)
Ordering: TLX-210
Address: Ronald Parker, Brazosport College, 500 College Drive, Lake Jackson, TX 77566 (409) 266-3260

Title: ***Making Apprenticeships Work***
Author: Finegold, D.
Date of Publication: March, 1993
Publishers: Santa Monica, California: RAND

Description: In this paper the author critiques existing apprenticeship ideas using three criteria: attracting all individuals, creating incentives for employers, and accommodating the needs and constraints of the U.S. policymaking system. The author also proposes an alternative youth-training system that could work in the United States. (SR)
Ordering: TLX-635, 6 pages, no charge
Address: RAND, 1700 Main Street, P. O. Box 2138, Santa Monica, California 90407-2138, Distribution Services, 310-393-0411 ext. 6686

Title: ***Making High Schools Work: Patterns of School Reform and the Integration of Vocational and Academic Education***
Series: MDS-253
Author: Nielsen Andrew, E., Grubb, W. N.
Date of Publication: December, 1992
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This report states that the integration of vocational and academic education is not only a way of reshaping vocational education but also an approach to reconstructing the high school for all students. However, there are numerous other reform movements now taking root in schools across the country, and an obvious question concerns the ways in which the efforts at integration are consistent with - - or possibly inconsistent with - - other reforms. To answer this question, the authors surveyed various reform efforts to clarify the similarities and differences between them and efforts to integrate vocational and academic education. (SR)
Ordering: TLX-335, MDS-253, $13.00
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Making Sense of Industry-Based Skill Standards***
Series: MDS-777
Author: Bailey, T., Merritt, D.
Date of Publication: December, 1995
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This report states that industry-based skill standards are a central part of the effort to link schooling more closely to the changing needs of the workplace. Twenty-two skill standards pilot projects are evaluated and recommendations for future developments are given. Bailey and Merritt suggest we pay more attention to long-term goals of increasing the learning that takes place on the job and help move workplaces towards high-performance work systems. They recommend that we develop broader, more professional skill standards for all jobs, and that special care be taken to establish meaningful partnerships between employers, workers, and educators. This detailed study will be useful to everyone interested in the skill standards movement. (SR)
Ordering: TLX-336 , MDS-777, $7.00
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Marketing Technical-Vocational Education***
Series: 1989-1990 STARLINK Teleconferences
Author: STARLINK and Dallas County Community College
Date of Publication: March, 1990

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Publishers: Dallas, Texas: STARLINK
Description: This teleconference intended for technical and vocational faculty and administrators, covered the application of basic marketing principles to technical and vocational education. It covered internal and external marketing strategies and benefits. Examples of successful marketing efforts were shown, and the role of instructors in marketing was emphasized. Participants are Steve Lestarjett, Communications Director at San Jacinto College, Marilyn Kolesar, Chairperson of the Automotive Division and Technical Occupational Support at Brookhaven College, John J. Choulochas, National College Coordinator at the General Motors Service Technology Group, Dr. Harold Alberson, Instructor at Richland College, and Martha E. Villarreal, Chair of the Public Service Division of Bee County College. (AP)
Ordering: TLX-500, 90 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Master Plan for Texas Higher Education***
Author: Texas Higher Education Coordinating Board
Date of Publication: 1995
Publishers: Austin, Texas: Texas Higher Education Coordinating Board
Description: This report describes the feature of a plan that focuses primarily on providing a frame of reference for shaping the future of Texas higher education in ways that will help assure all Texans their best chance to enjoy a superior quality of life in the face of globalization and advanced technology. The topics covered by the report are: 1) a new context for Texas higher education, 2) implications for Texas higher education, 3) guiding principles for shaping the future of Texas higher education, 4) the challenge of responsive reshaping, 5) strategic directions for action, and 6) conclusions. (RR)
Ordering: TLX-534, 20 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Meeting Local Needs: The Advanced Technology Center***
Series: 1992-1993 STARLINK Faculty Development Teleconferences
Author: STARLINK and National Coalition of Advanced Technology Centers
Date of Publication: January, 1993
Publishers: Dallas, Texas: STARLINK
Description: This teleconference intended for college faculty and administrators, discussed the advanced technology center (ATC). After a presentation by Betsy Brand, Assistant Secretary for Vocational and Adult Education for the Department of Education during the Bush administration, a video presentation of the Bevill Center for Advanced Manufacturing Technology was shown. The third and final part of the program was a panel discussion of 1) the range of ATC services, 2) the benefits to faculty and college, and 3) how to start and fund an ATC. Panelist were: Rebecca Admire, St. Louis Community College; Richard Hinkley, Morine Valley Community College; Ron Jantzi, Chemeketa Community College; and Elizabeth Smith, National Coalition of Advanced Technology Centers. (AP)
Ordering: TLX-612, 90 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Meeting National Needs for Environmental Hazardous Materials Technicians and Related Workers***
Series: MDS-248
Author: Hudis, P. M., Garland, S. , Marelich, W. , Matlof, J. , Vork, K. L.
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This interim report presents preliminary findings from a study of environmental hazardous materials (EHM) technicians and related personnel. The research provides an assessment of unmet demand for EHM technicians and related workers; identifies the skills and knowledge required of personnel in these positions; and provides a vehicle for communicating this information to individuals in government, industry, and education who are responsible for planning and developing technician-level training and education programs. (SR)
Ordering: TLX-337, MDS-248, Working Paper, $5.50
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Meeting the Challenge: Assisting Students with Special Needs***
Author: Texas Higher Education Coordinating Board
Publishers: Austin, Texas: Texas Higher Education Coordinating Board
Description: This report is the result of a study done that will help colleges and universities plan programs and services to assist students with special needs become successful in their academic careers. The topics covered by this report are entitled: 1) Defining the population: College students with special needs; 2) Protection under federal law; 3) Office of special needs - Organizations, equipment & services for visually impaired, organizations, equipment & services for hearing impaired, equipment & services for learning disabled students; 3) Academic assessment; 4) Advising and counseling; 5) Remediation; 6) Survey of services provided by Texas public postsecondary schools; and 7) References. (RR)
Ordering: TLX-566, 40 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Meeting the Personnel Needs of the Health Care Industry through Vocational Education Programs: A Study of the San Francisco Bay Area***
Series: MDS-137
Author: Hudis, P. M. , Bradby, D. , Brown, C. L. , Hoachlander, E. G. , Levesque, K. A. , Nachuck, S.
Date of Publication: April, 1992
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This study by the National Center for Research in Vocational Education (NCRVE) discusses the health care industry, one of the larges: and fastest growing industries in the United States. By the year 2000, Americans are expected to spend $1.5 trillion on health care, representing nearly fifteen percent of the GNP. At the same time that demand for health care services continues to rise, the supply of fully trained health care professionals in many occupations has failed to keep pace with national needs. Recognizing the importance of this labor supply and demand issue, NCRVE has completed a study of fifteen health care occupations in the San Francisco Bay area. The

research identifies avenues for reducing labor shortages through cooperative efforts by health care providers and vocational educators. The report emphasizes increasing productivity by improving knowledge of the changing skills required for health care jobs; enhancing occupational mobility by identifying career paths that could be fostered through articulated education programs; and creating links between health care providers and vocational educators that could support ongoing communication about health occupations' educational policies. (SR)

Ordering: TLX-338, MDS-137, $36.00

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Microcomputer Applications Curriculum Guide***

Author: Capital Area Tech Prep Consortium

Editors: Cook, R., Odem, M., Rodier, B., Arnold, S.

Publishers: Austin, Texas: Austin Community College

Description: This guide is designed for use in teaching basic understanding and skills related to microcomputer systems. The material is appropriate for either high school or postsecondary students. The units included are: Fundamental Concepts and Operational Skills Related to Microcomputer Systems; Social Implications; Database Management; Electronic Spreadsheet; Word Processing; Telecommunications; Integrated Software; Desktop Publishing and Presentation Graphics; and Micro Computer Based Information Processing Tools. Each unit has a suggested lesson plan, teaching suggestions, and a list of resources. The appendices include sample tests and student evaluations. (RR)

Ordering: TLX-421 , 160 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Minimum Competencies for Electronics Technicians in High-Technology Electronics Industries***

Author: Texas A&M University

Editors: Bridges, W. K.

Date of Publication: 1993

Publishers: College Station, Texas: Texas A&M University

Description: This thesis describes a study done to examine the minimum requirements needed by a technician with an associate's degree to find a job in the high-technology electronics industry. The study also examined the importance of research and development, manufacturing and production, and bench and field service as perceived by the supervisors. Supervisors from 97 Fortune 500 companies were surveyed. A 60-item survey was sent to supervisors in each of these areas. The skills marked very high by the respondents were 1) proper operation of the digital storage oscilloscope; 2) calculating and properly measuring electrical quantities with appropriate electronic equipment; and 3) electronic circuit design and fabrication, digital logic circuit analysis, and troubleshooting semiconductor circuits and microprocessor related equipment. Competencies related to industrial automation and robotics, the UNIX operating system, and the use of a microprocessor emulator were considered somewhat important. (RR)

Ordering: TLX-163, 184 pages, Order No. AAC 9403456

Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Mission Expansion for Project QWECCC: Final Report, 1995***
Author: Dallas County Community College District (DCCCD)
Editors: Walch, T.
Date of Publication: 1995
Publishers: Dallas, Texas: DCCCD
Description: This is the final report of the project Quality Workforce Education Consortium of Community Colleges (QWECCC). The project was established to define processes and form linkages among colleges and with state and local agencies to support the establishment of community colleges as the primary providers of resources for workforce development and literacy. The overall objective was documentation of the processes needed for community colleges to successfully develop linkages with other colleges and governmental agencies. Professional development training opportunities for college staff in workforce development and adult literacy were also provided. The final report includes an overview of the project, and some attachments, such as survey of workforce and economic development resources, survey results, smart jobs fund legislative recommendations, and workforce development legislation. (Perkins grant no.: 55140001) (JA)
Ordering: TLX-197, 60 pages , $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Model Multimedia Center Project***
Author: Collin County Community College
Date of Publication: August, 1995
Publishers: McKinney, Texas: Collin County Community College
Description: This report describes a project to provide leading edge instructional materials and curricula, professional guidance, and training for Texas faculty teaching production of multimedia. Brief descriptions of the project overview, abstract, project justification, methodology, operational format, and budget are given. Evaluation, supplemental report, planning schedule, and multimedia developmental survey are included for each college: College of the Mainland, El Paso Community College, and Navarro College (about 20 pages each). Evaluations by each of the institutions involved in the project, advisory board members, students, and outside persons are included. The curriculum section of the report (130 pages) includes overview, laboratory equipment, laboratory layout, course descriptions, and briefly describes degree and certificate programs. Course syllabi for individual courses such as, course number, title, credit hours, prerequisite, description, textbooks used, supplies, learning outcomes, course requirements, method of presentation, method of evaluation, and attendance policy are given. (Perkins grant no.: 55110003) (SR)
Ordering: TLX-63, 300 pages, $17.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Model Program of Professional Development in Non-gender Teaching Methods***
Author: Clarendon College
Editors: Farris, C. J.,
Date of Publication: February, 1994
Publishers: Clarendon, Texas: Clarendon College
Description: This document is a collection of all materials pertaining to a year-long Statewide

Leadership Project at Clarendon College. The final report at the very beginning of the document describes the various activities undertaken such as administrators workshop, counselors workshop, teachers workshop, conference on encouraging middle-school girls to take more math and science courses, and acquiring equity resource materials. Other attachments include the original application, a detailed description of all the objectives of the project, and copies of advertisement materials such as fliers and brochures. (Perkins grant no.: 44140002) (RR)

Ordering: TLX-363, 235 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Model Self-Improvement Program for Inmates (SIPI): Final Report, 1995***

Author: Northeast Texas Community College

Editors: Schindley, W.

Date of Publication: July, 1995

Publishers: Mt. Pleasant, Texas: Northeast Texas Community College

Description: This final report describes the accomplishment of a project to create a partnership among education, industry, and correctional institutions to develop and implement a self-improvement program for inmates that will ultimately reduce recidivism. The report details how the partnership between Northeast Texas Community College, Lone Star Steel Company, and the Morris County Sheriff's department developed and implemented the curriculum that includes life skills, vocational, and academic training. Executive summary, technical report, and third-party evaluators' report are included. Forms created for the program, forms from other programs, curriculum list and materials, publicity materials, correspondence, agendas, minutes of meetings, and sample evaluation data are included in the appendices. (Perkins grant no.: 55140012) (RR)

Ordering: TLX-406, 125 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Models for Academic and Vocational Integration***

Author: Kansas Competency-Based Curriculum Center

Date of Publication: 1994

Publishers: Topeka, Kansas: Kansas Competency-Based Curriculum Center

Description: The advantages, challenges, classroom activities, and future promises of eight models for academic and vocational integration are outlined in this handbook. These eight models consist of the following: 1) vocational teachers introduce academic competencies into vocational courses, 2) vocational and academic teachers collaborate to enhance academic competencies in vocational classes, 3) academic teachers enhance the vocational relevance of the academic curriculum, 4) curriculum in both vocational and academic courses is modified and aligned, 5) senior projects, 6) the academy model, 7) occupational high schools and magnet schools, and 8) occupational clusters, career paths, and occupational majors. A strategy index and an action plan are also included. (SR)

Ordering: TLX-622, 34 pages

Address: Kansas Competency-Based Curriculum Center, Washburn University-SAS, 1700 SW College, Topeka, KS 66621, 913-231-1010, ext. 1534

Title: ***Multi-Skilled Health Practitioner Project: A Model Program & Demonstration Project to Improve Health Care Delivery in the Frontier Areas of West Texas: Final Report, 1992***
Series: Multi-Skilled Health Practitioner Project
Author: El Paso Community College
Editors: Ramirez, R., McCollister, J., Martin, R. J., & Lambrinos, J.
Date of Publication: 1992
Publishers: El Paso, Texas: El Paso Community College
Description: This is the final report of a project to develop a health care practitioner model for multiskilled health care professionals who can best address the needs of the economically depressed inner city and rural communities, like the Upper Rio Grande Valley. The outlines for this report include: introduction and review of literature, regional background information, socioeconomic indicators and comparison of counties in region, social services usage in area, current health courses at El Paso Community College, survey results, conclusions and recommendations, and bibliography. The appendices include the survey instrument, guide to the DACUM (developing a curriculum) process, terms associated with DACUM and competency based education, and multi skilled health practitioner DACUM results. Related products: Module A, Study Guide and Evaluation Tool for Commonalities of Practice, Module B, Study Guide and Clinical Evaluation Tool for Medical Laboratory Skills, and Module C, Study Guide and Clinical Evaluation Tool for Selected Radiologic Skills. (Perkins grant no.: 22140001) (SR)
Ordering: TLX-51, 35 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Multi-Skilled Health Practitioner Project: Module A, Study Guide and Evaluation Tool for Commonalities of Practice***
Series: Multi-Skilled Health Practitioner Project
Author: El Paso Community College
Editors: Martin, R. J.
Date of Publication: June, 1992
Publishers: El Paso, Texas: El Paso Community College
Description: This module on commonalities of the multiskilled health practitioner provides a review of and introduction to the common knowledge and skills as determined by the April 1992 DACUM (developing a curriculum) for this program. This self-paced course of study is meant for Registered or Licensed Vocational Nurses, Certified Respiratory Therapists, Certified Medical Radiologic Technologists, and Certified Nursing Assistants currently practicing or preparing to practice in hospitals in the rural areas of Texas. In addition to the specified text, these adult learners will need to obtain additional reference materials from policy and procedure manuals available at each facility. This report is in the form of appendices and includes brief sections on: Maslow's hierarchy of human needs, Erickson's eight states of development, concept of dying and loss, communication assessment, therapeutic techniques, medical terminology list, and developing a teaching plan. Related products: A Model Program & Demonstration Project to Improve Health Care Delivery in the Frontier Areas of West Texas: Final report, Module B, Study Guide and Clinical Evaluation Tool for Medical Laboratory Skills, Module C, Study Guide and Clinical Evaluation Tool for Selected Radiologic Skills. (Perkins grant no.: 22140001) (SR)
Ordering: TLX-52, 65 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Multi-Skilled Health Practitioner Project: Module B, Study Guide and Clinical Evaluation Tool for Medical Laboratory Skills***
Series: Multi-Skilled Health Practitioner Project
Author: El Paso Community College
Editors: Martin, R. J.
Date of Publication: June, 1992
Publishers: El Paso, Texas: El Paso Community College
Description: This module on medical laboratory skills is a self-paced course of study meant for Registered or Licensed Vocational Nurses, Certified Respiratory Therapists, Certified Medical Radiologic Technologists, and Certified Nursing Assistants currently practicing or preparing to practice in hospitals in the rural areas of Texas. In addition to the specified text, these adult learners will need to obtain additional reference materials from policy and procedure manuals available at each facility. This course of instruction does not qualify these personnel to practice as Medical Laboratory Technicians, but allows them to gain certain limited skills that can be used in specific settings under the supervision of a practicing Certified Medical Laboratory Technicians. Included in this module are objectives and skill criteria for the medical laboratory technician course. Related products: A Model Program and Demonstration Project to Improve Health Care Delivery in the Frontier Areas of West Texas: Final report; Module A, Study Guide and Clinical Evaluation Tool for Commonalities of Practice; and Module C, Study Guide and Clinical Evaluation Tool for Selected Radiologic Skills. (Perkins grant no.: 22140001) (SR)
Ordering: TLX-53, 22 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Multi-Skilled Health Practitioner Project: Module C, Study Guide and Clinical Evaluation Tool for Selected Radiologic Skills***
Series: Multi-Skilled Health Practitioner Project
Author: El Paso Community College
Editors: Martin, R. J.
Date of Publication: June, 1992
Publishers: El Paso, Texas: El Paso Community College
Description: This module on selected radiologic skills is a self-paced course of study meant for Registered or Licensed Vocational Nurses, Certified Respiratory Therapists, Certified Medical Radiologic Technologists, and Certified Nursing Assistants currently practicing or preparing to practice in hospitals in the rural areas of Texas. In addition to the specified text, these adult learners will need to obtain additional reference materials from policy and procedure manuals available at each facility. This course of instruction does not qualify these personnel to practice as Radiologic Technologists, but allows them to gain certain limited skills that can be used in specific settings under the supervision of practicing Certified Medical Radiologic Technologist. Included in this module are objectives and skill criteria for the radiologic technology course. Related products: A Model Program & Demonstration Project to Improve Health Care Delivery in the Frontier Areas of West Texas: Final report; Module A, Study Guide and Clinical Evaluation Tool for Commonalities of Practice; and Module B, Study Guide and Clinical Evaluation Tool for Medical Laboratory Skills. (Perkins grant no.: 22140001) (SR)
Ordering: TLX-54, 8 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W,

Austin, TX 78736 (512) 223 8402

Title:	***Multicultural Career Education And Development***
Series:	ERIC Digest No. 123
Author:	Kerka, S.
Date of Publication:	1992
Publishers:	Columbus, Ohio: The Ohio State University, Center on Education and Training for Employment.
Description:	This ERIC Digest examines how career education and development can respond to the cultural diversity of school and workplace. It discusses how culture affects career development and suggests some techniques for multicultural career development. (PP)
Ordering:	TLX-183, 2 pages, no charge
Address:	ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title:	***Multicultural Education and the Vocational/Technical Student***
Edition:	Community College Journal of Research and Practice, vol. 20, n.1, p.23-33, Jan-Feb 1996
Author:	Wallin, D.
Date of Publication:	February, 1996
Publishers:	Bristol, Pennsylvania: Taylor & Francis Ltd.
ERIC DRS No.:	ERIC Document Reproduction Service No. EJ 518 553
Description:	This article describes the importance of integrating multicultural education into vocational and technical education. It argues that the workforce will be increasingly diverse and that vocational and tech-prep programs provide a natural setting for cultivating the ability to work with diversity. The article also highlights the role of faculty in enhancing multiculturalism. (SR)
Ordering:	TLX-816
Address:	1900 Frost Road, Suite 101, Bristol, PA 19007-1598 (215) 785-5800, fax: (215) 785-5515

Title:	***Multimedia in the Classroom***
Series:	1992-1993 STARLINK Faculty Development Teleconferences
Author:	STARLINK
Date of Publication:	March, 1993
Publishers:	Dallas, Texas: STARLINK
Description:	This teleconference intended for college faculty and administrators, covered various multimedia tools that are available for use in the classroom and suggested ways of making the best use of them. Tools covered included: 1) interactive responsive pads, 2) interactive training system, 3) Quicktime, 4) Supro Desk, 5) Media Impact from Digital Equipment Corporation, 6) IBM's Advanced Media System, and 7) Apple Computer. Presenters included: Dr. Diana C. Oblinger, Institute for Academic Technology, Dr. Jeanette Cates, Austin Community College, and Dave Johnson, Texas State Technical College at Amarillo. (AP)
Ordering:	TLX-614, 90 minute videotape, $20.00 (in state)
Address:	STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***National Career Development Guidelines***
Author: National Occupational Information Coordinating Committee
Date of Publication: 1989
Publishers: Stillwater, Oklahoma
: NOICC Training Support Center
Description: This set of manuals was developed to assist groups in the implementation of successful career development programs. The materials are designed to serve students or older clients. The series consists of six handbooks for the following groups: 1) community and business organization, 2) postsecondary institution, 3) high school, 4) middle/junior high school, 5) elementary school, and 6) state. A trainer's manual and videotape, A Focus for Action, are part of this series. (JA)
Ordering: TLX-400
Address: Customer Service, Oklahoma Dept. of Vo-Tech, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (800) 654-4502, fax: (405) 743-5154

Title: ***National Roster of Local Practices in the Integration of Vocational and Academic Education***
Series: MDS-768
Author: Reid, M. E., & Tsuzuki, M.
Date of Publication: February, 1994
Publishers: Berkeley, California: The National Center for Research in Vocational Education (NCRVE)
Description: This document features 67 schools or programs from across the country that integrate academic and vocational education. Each description includes the name and address of the school, key personnel, activities conducted, and program summary. The descriptions are classified by model, each section preceded by a discussion of the model in both general and specific terms. Several tables are provided to assist readers in accessing the schools in the document, as well as additional information on the eight models: a summary table of all models, a list of examples by integration model number, a list of examples by state, and a list of examples in alphabetical order. (SR)
Ordering: TLX-623, MDS-768, 95 pages
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Needs Analysis and Curriculum Guide for Hazardous Materials Management Technician Training: Final Report, 1990***
Author: Texas State Technical College - Waco
Date of Publication: October, 1990
Publishers: Waco, Texas: Texas State Technical College
Description: This final report describes a project to determine the need for trained Hazardous Materials Management (HMM) technicians and areas in which these technicians need training. The Center for Occupational Research and Development (CORD), which specializes in performing needs analysis and curriculum design, participated with TSTC in this study. Project goals include: determining the projected needs for trained technicians in HMM, listing the competencies that should be included in a two-year curriculum, defining the courses that should be included in the curriculum, and designing the curriculum. Included in this report are: a brief overview of the project along with background information, needs analysis, competency list, curriculum outline, course descriptions, evaluation, and conclusions. Appendices form the major part of this report. The appendices contain the survey instruments; course versus

competency matrix (40 pages); curriculum, course descriptions, and competencies (21 pages); and a bibliography. (Perkins grant no.: 00130007) (SR)

Ordering: TLX-179, 87 pages, $8.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***New Directions for Policy on Education for Work***

Series: MDS-1042

Author: Hoachlander, E. G.

Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: This article presents a broad framework for education policy. Three points are established: 1) that policy can no longer focus on vocational education as traditionally conceived; 2) that work-centered education requires a double integration approach, both classroom integration of vocational and academic education and integration of school-based and work-based learning; and 3) that the most effective reforms are school-wide such as career academies and majors. Hoachlander stresses the need for a vision of education for work that can appeal to any student, regardless of ability and postsecondary aspirations. He classifies the types of knowledge education should integrate as generic such as problem-solving and teamwork, industry relevant such as economics and history, and occupational specific such as equipment and production skills. This article is a valuable synthesis of current thinking on work-related education. (SR)

Ordering: TLX-340 , MDS-1042, Reprint Series, $2.50

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***New Directions in Supported Employment: A Guide for Administrators and Program Managers***

Author: Department of Special Education

Editors: Hill, M. F., Noll, A.

Date of Publication: 1995

Publishers: Tallahassee, Florida: University of Florida

Description: This guide is designed for use by personnel in school districts or community based agencies who manage employment services to persons with disabilities. It contains helpful information for administrators who have ongoing supported employment services or who are considering the development of supported employment services. The guide is divided into six sections. Section I gives an overview of supported employment. Section II talks about the administrator's role in developing supported employment. Section III deals with involving key stakeholders in the development of supported employment. Section IV deals with implementing supported employment. Section V is about evaluating supported employment. Section VI talks about continuously changing and improving the system for more efficient results. (RR)

Ordering: TLX-780, 90 pages

Address: Clearinghouse/Information Center, Bureau of Student Services and Exceptional Education, Division of Public Schools, Florida Department of Education, Florida Education Center, Suite 622, Tallahassee, Fl 32399-0400, (904) 488 1879

Title: ***New Thinking for a New Century***

Edition: Community College Journal, vol.66, n.3, p.30-34, Dec-Jan 1995-96

Author: Tate, P.
Date of Publication: January, 1996
Publishers: Washington, DC: American Association of Community Colleges
ERIC DRS No.: ERIC Document Reproduction Service No. EJ 516 692
Description: This article argues that new approaches are needed for community colleges to fully address the needs of two customers: employers and employees. It reviews constraints on employers and obstacles facing employees in seeking further education and training and proposes solutions to help make the colleges the hub of a customer-oriented educational system. (SR)
Address: AACC, One Dupont Circle NW, Suite 410, Washington DC 20036

Title: ***North Texas Services Directory, 1994-1995***
Author: North Texas Tech-Prep Consortium
Date of Publication: June, 1994
Publishers: Wichita Falls, Texas: North Texas Tech Prep Consortium
Description: This directory contains the addresses and telephone numbers of various community service agencies in the North Texas area. Listings of the Chamber of Commerce, legislators, libraries, senior citizen centers, superintendents of schools, support groups, and other 800 numbers are included in the appendices. There is an alphabetical index as well as a subject index. (Perkins grant no.: 44170027) (RR)
Ordering: TLX-731, 141 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***North Texas Tech-Prep Consortium: Peripheral Materials***
Author: North Texas Tech-Prep Consortium
Date of Publication: 1995
Publishers: Vernon, Texas: Vernon Regional Junior College
Description: The peripheral materials of the North Texas Tech-Prep Consortium grant includes course syllabi for courses such as, Drawing Fundamentals, Architectural Graphics, Personal and Vocational Adjustments (vocational nursing), Disease Control and Prevention, Geriatrics, Automotive Fundamentals, and Office Technology. The syllabi includes catalog description of the course, required background, texts and reference materials, course content, learner outcomes, assessment, and competencies to be mastered. Also included are some tech-prep six year plan for some occupations such as, Computer Aided Graphics, Health Occupations-Nursing, and Automotive Technology. (Perkins grant no.: 55170035) (SR)
Ordering: TLX-799, 80 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Northeast Texas Agricultural Literacy Network: A-Lit-Net: A Rural College Partnership Project: Final Report***
Author: Carnes, J.
Editors: Northeast Texas Community College
Date of Publication: June, 1991
Publishers: Mount Pleasant, Texas: Northeast Texas Community College
ERIC DRS No.: ERIC Document Reproduction Service No. ED 333 917
Description: This final report describes the accomplishment of a project aimed at enhancing workplace literacy in targeted agricultural industries and occupations. The goals of the

project were to: 1) identify industries and occupations with high employment demands; 2) conduct a literacy audit of employees at selected businesses to determine the relationship between workplace literacy and productivity; 3) integrate the results of the literacy audit into the existing Agriculture 2+2 and literacy programs; and 4) disseminate the findings of the literacy audit at a Vision-Net (the Northeast Texas Quality Workforce Planning Committee) quarterly symposium. The report recommends that business and education: 1) enhance their relationship and reach a consensus on the definition of basic skills; 2) develop a more workable taxonomy of basic workplace skills; 3) conduct inventories of job duties and tasks to focus literacy audits; and 4) provide in-service training to community and junior college staff on conducting literacy audits. (RR)

Ordering: TLX-590, 21 pages

Address: ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110 Springfield, VA 22153-2852 (800) 443-ERIC

Title: ***Occupational Opportunity Center for the Homeless***

Author: El Paso Community College

Editors: Tullius, R.

Date of Publication: June, 1993

Publishers: El Paso, Texas: El Paso Community College

Description: This executive summary describes a project designed to offer counseling, training, occupational education, and assistance with job placement to a special population group largely ignored by occupational education, the homeless. The project provided clients with 1) voice mail, job information, job search assistance; 2) improvement in job seeking skills, improved job skills; 3) linked clients to more information; 4) created a mobile team that worked with area homeless shelters to recruit homeless clients interested in employment, training, or education; 5) promoted public awareness of the project; and 6) recruited assistance and advice of business, industry and other agencies. A quarterly report with the details about the various activities is attached. (Perkins grant no.: 33140004) (RR)

Ordering: TLX-719, 12 pages, $2.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Office Administration Curriculum Guide***

Author: Austin Community College

Editors: Cook, V., Gillespie, B., Gregory, A.

Publishers: Austin, Texas: Austin Community College

Description: The purpose of this guide is to develop a curriculum designed to provide students with mastery of the keyboard and application of keyboarding skills with specialized work in the production of letters, tables, outlines, reports, business forms, and spreadsheets. It will also provide the students with skills necessary for records management, operation of office machines, and effective communication. Students will also receive instruction in leadership, entrepreneurship, successful employment, safety, human relations, personal development, and personal and business management. The guide has lesson plans, suggested materials, and a list of resources covering all the above mentioned subjects. The appendices include sample tests and student evaluations. (RR)

Ordering: TLX-420, 100 pages, $8.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Ohio's Community and Technical Colleges are Powerful Partners in Developing Tech Prep Associate Degree Programs***
Edition:	Community College Journal, vol. 66, no. 4, p. 30-34, Feb-Mar 1996
Author:	Edgar, E. D., Parnell, D.
Date of Publication:	March, 1996
Publishers:	Washington, DC: American Association of Community Colleges
ERIC DRS No.:	ERIC Document Reproduction Service No. EJ 518 562
Description:	This journal article reviews the implementation of the Tech Prep Associate Degree Programs in Ohio. It discusses six components of the state's approach to establishing tech-prep, the program's current status, and linkages with other state and national education reform efforts. The article also suggests that strong state leadership and the active participation of postsecondary institutions are keys to success. (SR)
Address:	American Association of Community Colleges, One Dupont Circle NW, Suite 410, Washington, DC 20036, (202) 728 0200

Title:	***Oklahoma Counselor's Guide to Tech Prep***
Author:	Instructional Services Division and Guidance Division, Oklahoma Department of Vocational and Technical Education
Date of Publication:	1993
Publishers:	Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education
Description:	This guide addresses the counselor's role in the tech-prep initiative. It is intended as a resource for counselors and persons providing staff development. The guide includes a discussion of the background of tech-prep and the various roles that a counselor can play in this initiative such as a) being an advocate, b) curriculum involvement, and c) career advisement. The appendix contains valuable information on applied academic courses, articulation agreements, plans of study, career clusters, career infusion materials and resources, equity and tech-prep resources, and career assessment instruments. (SR)
Ordering:	TLX-646, 181 pages
Address:	Instructional Services, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364

Title:	***Older Worker Training: An Overview***
Series:	ERIC Digest No. 114
Author:	Imel, S.
Date of Publication:	1991
Publishers:	Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University
Description:	This ERIC digest documents the changes occurring in the composition of the labor force in tandem with the changing personal needs of older individuals. These factors are creating powerful incentives for older Americans to remain in or reenter the work force. For many, this means job training or retraining. This digest focuses on some of the issues and concerns related to training older workers. (SR)
Ordering:	TLX-296, 2 pages, no charge
Address:	ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title:	***Opportunities Lost and Lessons Learned: Inside a Workplace Literacy***

	Program
Series:	MDS-252
Author:	Kalman, J. , Fraser, K. L.
Date of Publication:	November, 1992
Publishers:	Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description:	This report contents that there is a contemporary view that many working adults need and/or desire further education. For some time, educational opportunities for working adults have been located within the context of community colleges or as part of ongoing adult education efforts. A more recent trend, however, considers the workplace to be an ideal setting for instruction in basic skills. By cooperating in education efforts, both labor and management can be winners. This paper describes a union-sponsored workplace literacy program conducted in a large metropolitan hospital. (SR)
Ordering:	TLX-344 , MDS-252, $12.00
Address:	NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title:	***Parents and the School-to-Work Transition of Special Needs Youth***
Series:	ERIC Digest No. 142
Author:	Lankard, B. A.
Date of Publication:	1993
Publishers:	Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University
Description:	This ERIC digest looks at the challenges of effecting successful transitions, particularly for students with disabilities, and parents' role in the transition process. Laws that mandate transition assistance are also discussed. (SR)
Ordering:	TLX-316, 2 pages, no charge
Address:	ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815

Title:	***Partnership to Pave the International Information Highway: The Telecommunications Industry--Partnership Opportunities for Texas Community Colleges and Technical Colleges***
Author:	Eastfield College - Dallas County Community College District
Editors:	Morrison, W. D.
Date of Publication:	June, 1995
Publishers:	Mesquite, Texas: Eastfield College - DCCCD
Description:	This technical report provides a detailed overview of the telecommunications industry with a focus on current trends and technological opportunities. It is part of a project to define national and international skill standards for the telecommunications technology programs and pave the international highway for free trade, quality, and competitive training. The report includes definitions of selected technologies, such as voice technology and Integrated Services Digital Network (ISDN), and information on telecommunications services, telecommunications, and navigation equipment. It also includes a detailed job description for the occupation of International Telecommunications Production Technician. As an addendum, the report has a list of 1,288 Texas companies comprising the state's telecommunications and electronics components manufacturing sector. These include firms in the Standard Industrial Classification categories of Telephone and Telegraph Apparatus, Radio and Telephone Communications Equipment, Search and Navigation Equipment, and Electronic

Components. The company information includes address, executive, SIC code, description of the company, and the company profile. (Perkins grant no.: 55130005) (SR)

Ordering: TLX-37, 107 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Pathways to Retention: Final Report, 1995***

Author: Del Mar College

Date of Publication: July, 1995

Publishers: Corpus Christi, Texas: Del Mar College

Description: This final report describes a project to promote maximum retention of vocational students at Del Mar College by providing career counseling, diagnostic and vocational assessment, and specialized tutoring. There are brief sections on methodology, components of the project, coordination, evaluation, conclusions, and future directions. The appendices include: referral and screening forms; tutoring program forms such as tutee application form, tutor assignment form, student contract for tutoring, and sign-in sheet; tutor orientation materials; diagnostic assessment forms, such as consent for assessment, interview worksheet, and psycho educational evaluation form; tracking forms, such as counseling center registration form and career tracking forms; evaluation forms such as workshop assessment evaluation and tutor evaluation forms; and workshop fliers. Also available is a brochure, One-Stop Shop Career Center (9 pages). Its mission is to remove as many barriers as possible for students seeking information and services they need for career planning and training. (Perkins grant no.: 55140002) (SR)

Ordering: TLX-55, 65 pages, $6.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Perceived Motivational Factors in the Selection of Occupational therapy as a Second Career and Special Needs of the Second Career Student***

Author: Texas Woman's University

Editors: Stewart, T. K.

Date of Publication: 1994

Publishers: Texas: Texas Woman's University

Description: This dissertation details a study done to understand the motivation behind 25-year old students choosing occupational therapy as a second career. Ninety MOT students were surveyed by filling out a 14-item questionnaire. Demographic data, previous educational background, reasons for change in career, reasons for choosing occupational therapy, and student needs were studied. The study revealed that the sample students were unhappy with their current professions and wanted to work in a helping profession. The students identified their needs as financial assistance and support from family and faculty. (RR)

Ordering: TLX-161, 116 pages, Order No. AAC 1360973

Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Perceptions of Change: A Case Study of a Tech Prep Pilot Program (Management)***

Author: Texas A&M University
Editors: Herring, R. L.
Date of Publication: 1994
Publishers: College Station, Texas: Texas A&M University
Description: This dissertation reports the findings of a study done to ascertain the nature of the experiences of participants involved in the implementation of tech-prep programs in selected secondary schools in Southeast Texas. Secondary school administrators, counselors, teachers, students, and other participants involved at the community college level were surveyed. Survey methods included interviews, observing, taking notes, and researching documents and other items pertaining to the planning and implementation of tech-prep. The study revealed that an institution's culture molded attitudes of the participants. The upper-level management perceived certain problems, while the lower level management actually experienced them. Persons joining the implementation phase at a later time found themselves alienated from the whole process. All participants agreed that there were several problems with the old method of preparing students for the workforce and that an alternative method needed to be developed to provide both academic and vocational instruction. The study resulted in developing a model to help the implementation phase. (RR)
Ordering: TLX-159, 166 pages, Order No. AAC 9520383
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***Performance-Based Occupational Math Requirements Assessment (OMRA): Implementation and Supporting Research***
Series: MDS-143
Author: Pucel, D. J. , Davis-Feickert, J. , Lewis, M.
Date of Publication: July, 1992
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This document is the first part of a two-part project designed to develop methods for determining the occupational math requirements of specific jobs and for determining the math skills possessed by individuals who may wish to enter those jobs. The tools developed as a result of the project can be used to assist in developing vocational-technical education programs and training programs in business and industry. (SR)
Ordering: TLX-345, MDS-143, $9.00
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Personnel Development Based on SCANS Research: Final Report, 1995***
Author: University of North Texas
Editors: Teddlie, J., Lovelace, B. E., & LaBrecque, S. V.
Date of Publication: June, 1995
Publishers: Denton, Texas: University of North Texas
Description: This final report documents the design and implementation of Personnel Development Based on SCANS Research, a series of six one-day workshops designed to develop community and technical college faculty's knowledge and skills regarding the Secretary's Commission on Achieving Necessary Skills (SCANS). Extensive appendices give samples of letters, forms, fliers, and lists of committee members and participants. The report makes recommendations based on participants' evaluations and comments. Related products: training guide with separate executive summary.

(Perkins grant no.: 55120004) (JA)
Ordering: TLX-16, 101 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Personnel Development Based on SCANS Research: Training Guide***
Author: University of North Texas
Editors: Teddlie, J. & Lovelace, B. E.
Date of Publication: June, 1995
Publishers: Denton, Texas: University of North Texas
Description: This training guide outlines a training program designed to develop community and technical college faculty's knowledge and skills required to implement and integrate Secretary's Commission on Achieving Necessary Skills (SCANS) defined workplace competencies. It contains the following sections: 1) guide for the facilitator of the training session, which delineates the pre-workshop activities and arrangements needed, provides a suggested agenda, suggested presentation procedures, a glossary, and ice-breaking activities; 2) federal and state (of Texas) legislative initiatives geared toward achieving workplace competencies; 3) a discussion of SCANS research, Workforce 2000, America 2000, and skill standards and certification projects, as well as a glossary of core terms; and 4) a discussion of various curriculum enhancement techniques, including a discussion of the process used to develop the Occupational Analysis Handbook for Electrical Engineering Technicians. A glossary of terms, resources, bibliography, handouts, and transparency masters are included. Related product: final report which contains an executive summary of this project. (Perkins grant no.: 55120004) (JA)
Ordering: TLX-15, 225 pages, $14.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Personnel Development for Staff Delivering Special Population Services: Participant's Workbook***
Series: Personnel Development for Staff Delivering Special Population Services
Author: Texas State Technical College - East Texas Center at Marshall
Editors: Foreman, J., & Speed, S.
Date of Publication: 1993
Publishers: Marshall, Texas: Texas State Technical College
Description: This workbook was designed for use in training special populations coordinators and was used in conjunction with a series of workshops offered in Spring, 1993. Included are an overview and five modules: Module 1: Marketing/Recruitment/ Assessment; Module 2: Counseling/Support Services; Module 3: Instructional Services; Module 4: Employment Services/Job Development/Placement; and Module 5: Organization/Data Management/Reporting. Extensive appendices containing definitions, background information, and special populations tracking information are provided. (Perkins grant no.: 33120003) (JA)
Ordering: TLX-44, 150 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Personnel Development for Staff Delivering Special Population Services: Participant's Workbook: Presenter's Manual***

Series: Personnel Development for Staff Delivering Special Population Services
Author: Texas State Technical College - East Texas Center at Marshall
Date of Publication: 1993
Publishers: Waco, Texas: Texas State Technical College
ERIC DRS No.: ERIC Document Reproduction Service No. ED 366 764
Description: This workbook is designed for use by community and technical college staff involved in delivering counseling, instructional, and/or employment services to special populations throughout Texas. First, the purpose and administration of the Perkins Act of 1990, access and full participation of special populations in vocational education, and the functions of special populations coordinators are discussed. Presented next are five modules devoted to the following topics: marketing, recruitment, and assessment; counseling/support services; instructional services (curriculum and equipment modifications, supplanting and supplementing Perkins funds for academic (transfer) students, limited English proficient versus English-as-a-second-language programs); employment services/job development/job placement and coordination efforts; and organization/data management/reporting. Nineteen appendices include information on the following: the definition of special populations, criteria for services and activities, examples of allowable expenditures and exemplary programs, and tracking special populations. Thirty-two selected readings are included and associations and organizations are listed. A presenter's manual with tips for giving a workshop is included. (Perkins grant no.: 33120003) (SR)
Ordering: TLX-176, 181 pages, $12.00 (paper copy), $4.00 (2 microfiches)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Personnel Development for Staff Delivering Special Population Services: Final Report***
Series: Personnel Development for Staff Delivering Special Population Services
Author: Texas State Technical College - East Texas Center at Marshall
Date of Publication: 1993
Publishers: Marshall, Texas: Texas State Technical College
Description: This final report describes how Texas State Technical College (TSTC) used their grant to develop a series of workshops for their personnel to learn how to provide services for special populations. In addition to the program's objectives, the appendix contains the agendas and resource people used to organize the workshop. Administrators considering offering workshops on providing special services could benefit from the people listed in the appendix. (Perkins grant no.: 33120003) (KK)
Ordering: TLX-453, 90 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Postsecondary Education Support Services: A Guide for Students with Disabilities***
Author: Weiss, K. E., Osfield, K. O., Henley, T., Repetto, J. B., Schwartz, S. E.
Date of Publication: 1994
Publishers: Gainesville, Florida: University of Florida
Description: This guide is meant to be a practical aid for students with disabilities who are interested in attending a community college or area vocational-technical center in Florida. This guide is designed to provide general information concerning the transition from high school to college and specific information about procedures, accessibility, services, organizations, general programs, and publications for students with disabilities at each

of the public community colleges and area vocational -technical centers in Florida. This publication is also meant for teachers, guidance counselors, and transition specialists. The guide is divided into three sections. Section 1 has general information, section 2 has information on area vocational-technical centers, and section 3 has information about community colleges. (RR)

Ordering: TLX-781, 169 pages

Address: Clearinghouse/Information Center, Bureau of Student Services and Exceptional Education, Division of Public Schools, Florida Department of Education, Florida Education Center, Suite 622, Tallahassee, Fl 32399-0400, (904) 488 1879

Title: ***Preparation for Success: Final Report, 1995***

Author: El Paso Community College District

Editors: Muro, A., Mendoza, I. & Buller, R.

Date of Publication: 1995

Publishers: El Paso, Texas: El Paso Community College District

Description: This final report documents the Preparation for Success class which consists of a series of fourteen workshops. The workshops are designed for underprivileged and limited English proficiency (LEP) adults and educationally disadvantaged GED students. The project was designed specifically to meet the needs of the El Paso community. The sessions provide language instruction, strategies to transition into vocational training, and assistance with activities related to basic needs. This report documents the accomplishments of the program: formation of community partnerships, curriculum development, assessment model design, student retention activities, and advocacy for students in the program. The appendices contain materials for the fourteen workshops and documents relating to both project and student assessment. (Perkins grant no.: 55140003) (JA)

Ordering: TLX-173, 93 pages

Address: Andres Muro, El Paso Community College District, P. O. Box 20500, El Paso, Texas 79998 (915) 534-4161

Title: ***Proceedings for Forum on Integrating Occupational and Academic Education***

Series: MDS-118

Date of Publication: November, 1989

Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: This document features papers from a number of individuals who have spearheaded exemplary programs that do, in fact, integrate occupational and academic education. Future subject matter of vocational education is also examined. This forum was sponsored by the National Center for Research in Vocational Education (NCRVE) Inservice Project at Virginia Polytechnic Institute and State University. (SR)

Ordering: TLX-347, MDS-118, $3.75

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Professional Development for Community College Career Counselors***

Series: Professional Development for Community College Career Counselors

Author: Northeast Texas Community College

Editors: Trimm, S.

Date of Publication: 1995

Publishers: Mt. Pleasant, Texas: Northeast Texas Community College
Description: The goal of this project was to provide training to counselors for planning and implementing a comprehensive career development program. The program included one statewide career counseling symposium and a guidelines implementation workshop. (Perkins grant no.: 55120001) (JA)
Address: Sharla Trimm, Northeast Texas Community College, FM 1735, Mt. Pleasant, TX 75456-1307 (903) 572-1911

Title: ***Professional Development for Community College Career Counselors: End of Year Report, 1993***
Series: Professional Development for Community College Career Counselors
Author: Northeast Texas Community College
Date of Publication: 1993
Publishers: Mt. Pleasant, Texas: Northeast Texas Community College
Description: This report describes the professional development activities of the career counselors at Northeast Texas Community College. The counselors planned a series of workshops for counselors across the state. To do this they first created a Project Advisory Committee. Then they planned and publicized the Career Counseling Symposium, a preconference workshop for the Junior College Student Personnel Association of Texas Conference. They attended the symposium in Odessa and evaluated it. Next they publicized and prepared for the Regional Career Counseling Workshops that 85 counselors eventually attended. The participants evaluated the workshops. They planned and publicized the Idea Exchange, a statewide networking symposium. They received a national award, the Exemplary Project Award, from the National Council on Student Development. The attachments to this report include: minutes of the Project Advisory Committee meetings, brochures and evaluations of the Career Counseling Symposium, brochures and evaluations for the regional workshops, and invitations, brochures, and evaluations for the Idea Exchange. Counselors considering writing a grant to fund workshops might find this report useful. (Perkins Grant no.: 33120001) (KK)
Ordering: TLX-586, 30 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Professional Development for Community College Career Counselors: End of Project Report, 1994***
Series: Professional Development for Community College Career Counselors
Author: Northeast Texas Community College
Editors: Jacobs, S.
Date of Publication: 1994
Publishers: Mt. Pleasant, Texas: Northeast Texas Community College
Description: This report describes how the counselors designed and implemented their plans for a series of workshops for Texas community college counselors. The report also analyzes how well they followed the procedures established and the products produced. They developed these workshops to respond to a perceived need to improve the career counseling at postsecondary institutions in Texas. A third party evaluator felt that the workshop and the products met the guidelines set out in the proposal. Counselors planning to offer professional development workshops for other counselors will find this report useful. (Perkins Grant no.: 44120003) (KK)
Ordering: TLX-587, 12 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W,

Austin, TX 78736 (512) 223-8402

Title: ***Professional Development Management Project: Best Practices for Professional Development Programs***
Series: Professional Development Management Project
Author: El Paso Community College
Date of Publication: 1996
Publishers: El Paso, Texas: El Paso Community College
Description: This is a research report identifying the best practices for professional development programs. Previous studies as well as current program descriptions from colleges in Texas and around the nation were surveyed. An overview of professional development programs and current trends are given briefly. The research group concluded that there was no theoretical basis for a professional development program model. Recurring areas of practice to identify exemplary programs were relied on. These areas were categorized into four groups: program organization, topics addressed, delivery system used, and incentives provided. Responding colleges that offered at least 80% of the practices under each of the four categories would qualify as having an exemplary program. A listing of 1) the summary of responses to the institution survey, 2) the summary of faculty responses to survey, and 3) the delivery methods for professional development is given. Other areas covered in this report include addressing the needs of part-time faculty, using evaluation as a basis for planning professional development, and professional development for integrating vocational and academic competencies. Also included are some of the exemplary professional development programs and their program areas. (Perkins grant no.: 66110003) (SR)
Ordering: TLX-567, 28 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Professional Development Management Project: Innovative Instructional Methodologies***
Series: Professional Development Management Project
Author: Lee College
Editors: Etzel, J., Hobbins, B., Oehler, T.
Date of Publication: 1996
Publishers: Baytown, Texas: Lee College
Description: This workbook from a workshop on developing innovative methodologies provides a detailed, scripted, instructor guide to train the instructor to employ multimedia techniques in instruction, to integrate these techniques into the curricula, and to train others. The workbook also includes a student guide. Use of powerpoint software is emphasized. Copies of handouts are attached. (Perkins grant no.: 66110004) (RR)
Ordering: TLX-539, 125 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Professional Development Management Project: Integrating Workplace (SCANS) Competencies into the Curriculum***
Series: Professional Development Management Project
Author: Brookhaven College - Dallas County Community College District
Editors: Burton, S.
Date of Publication: January, 1996

Publishers: Farmers Branch, Texas: Brookhaven College - DCCCD
Description: This workshop provides approaches to integrate workplace-related SCANS (Secretary's Commission on Achieving Necessary Skills) competencies and skills into the postsecondary curriculum. The workshop follows a train-the trainer format to allow participants to return to their respective colleges to replicate the workshop. The workshop consists of five modules: 1) introduction, 2) Identifying workplace-related SCANS skills, 3) identifying instructional methods and learning activities, 4) documenting SCANS skills in a course syllabus, and 5) identifying assessment tools. Copies of handouts and transparencies are included in the appendices. (Perkins grant no.: 66110002) (RR)
Ordering: TLX-538, 75 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Professional Development Management Project: Professional Development Workshop: A Guide for Effective Use of Advisory Committees, Train-the-Trainer Manual***
Series: Professional Development Management Project
Author: Brookhaven College - Dallas County Community College District
Editors: Burton, S.
Date of Publication: January, 1996
Publishers: Farmers Branch, Texas: Brookhaven College - Dallas County Community College District
Description: This workshop manual provides information for technical and occupational faculty and deans regarding advisory committees in terms of roles, guidelines, member recruitment, and function. It follows a train-the-trainer format to allow participants to return to their respective campuses to replicate the workshop. The manual contains three chapters: 1) on the details of the workshop, 2) on the five modules detailing the work of advisory committees, and 3) on the action plan developed. The appendices include a copy of the workshop agenda, letters sent to participants, recommendation form, evaluation checklist, list of problems, committee guidelines and a checklist for organizing meetings. (Perkins grant no.: 66110002) (RR)
Ordering: TLX-456, 125 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Professional Development Management Project: Professional Development Management Institute in Career Counseling***
Series: Professional Development Management Project
Author: El Paso Community College
Editors: Beasley, R.
Date of Publication: 1996
Publishers: El Paso, Texas: El Paso Community College
Description: This workshop manual provides community college counselors with a practical framework to facilitate career exploration activities with their students. It provides discussion and review of different strategies and activities that a counselor can incorporate into a professional career counseling model. It includes a workshop agenda, list of materials needed for the workshop, guidelines for presentation, copies of workshop handouts and overheads, and a discussion on career interest inventory. (Perkins grant no.: 66110003) (RR)
Ordering: TLX-457, 50 pages, $4.00

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Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Professional Development Management Project: Train the Trainer Workshop in Developing a Capstone Course***
Series: Professional Development Management Project
Author: El Paso Community College
Date of Publication: February, 1996
Publishers: El Paso, Texas: El Paso Community College
Description: This workshop is meant to help participants develop capstone courses. Participants identify instructional strategies to include SCANS (Secretary's Commission on Achieving Necessary Skills) competencies and skills and to the integrate academic programs. This workshop is conducted in train-the-trainer format. Microcomputer applications capstone course is used as an example of developing capstone courses. Also included is a draft of the course syllabus for the microcomputer applications capstone course. Competencies and objectives, methods of instruction and evaluation, and workplace competencies are included in the syllabus. The report includes notes and transparencies from four modules and handouts for exercises. (Perkins grant no.: 66110001) (RR)
Ordering: TLX-537, 50 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Professional Development Management Project: WorkCAP: A Work Centered Assessment Process, Train-the-Trainer Workshop***
Series: Professional Development Management Project
Author: El Paso Community College
Editors: Manning, R. W.
Date of Publication: 1996
Publishers: El Paso, Texas: El Paso Community College
Description: This workshop workbook provides a curriculum for teaching WorkCAP (work centered assessment process). Different approaches to assess business and industry are given, such as survey based and interview based. Different methods of WorkCAP are presented, each in a separate section. Each section has four parts: the first part is a table identifying the method, describing it, discussing data collection using this method, and identifying how it is applied; the second part tells something about the method; the third part is an example of the method; and the fourth part presents an example that focuses on the participants' jobs. This workbook includes overheads for use in class, references and notes, teaching notes that explain the educational intent of an approach, experimental notes that identify why something is being done, and discussion notes for other items of interest. Copies of transparencies are included. (Perkins grant no.: 66110001) (SR)
Ordering: TLX-541, 50 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Professional Development Workshop***
Author: Alvin Community College
Date of Publication: 1991
Publishers: Alvin, Texas: Alvin Community College

Description: These handouts are documents pertaining to a workshop for community college vocational instructors in correctional settings. It includes a survey form, a list of people who attended the workshop, a copy of the paper, Cultural Characteristics: An Implication to Instruction, and handouts on how to handle stress. A promotional brochure of the college is included. (Perkins grant no.: 11120003) (RR)
Ordering: TLX-432, 50 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Professional Improvement Assessment Project: A Compilation of Reported Professional Development Activities and Effective Models of Faculty Development for Postsecondary Technical/Vocational Personnel***
Series: Professional Improvement Assessment Project
Author: University of North Texas
Editors: Lovelace, B. E., & LaBrecque, S. V.
Date of Publication: June, 1991
Publishers: Denton, Texas: University of North Texas
Description: This report describes a project to assess professional development activities being conducted by Texas community, junior, and technical colleges for tech-prep faculty, administrators, and counselors. Section A of this report lists the professional development activities being conducted by Texas institutions which responded to survey request . Data is summarized in matrix format for each question asked. Section B offers brief descriptions of reported effective models for faculty development of postsecondary personnel. Each model is described with cost per person served calculated and a contract person at the local institution named. Related products: a final report and four additional topical reports. (Perkins grant no.: 11130004) (JA)
Ordering: TLX-05, 97 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Professional Improvement Assessment Project: A Summary of Reported Policies and Procedures of Institutional Plans for Faculty Development of Postsecondary Technical/Vocational Personnel***
Series: Professional Improvement Assessment Project
Author: University of North Texas
Editors: Lovelace, B. E., & LaBrecque, S. V.
Date of Publication: June, 1991
Publishers: Denton, Texas: University of North Texas
Description: This report was designed to develop a database identifying the professional improvement needs of Texas tech-prep personnel and to identify the policies and procedures for professional development at individual institutions. The study found, based on responses from administrators, career counselors, and health occupations instructors at 47 postsecondary districts, that professional development activities are not meeting the faculty development needs of these tech-prep personnel. Recommendations include increased assistance with maintaining an assessment of training needs and with planning and conducting tech-prep programs that meet the needs. This report contains a copy of the institutional policies/procedures questionnaire developed for this study. Related products: a final report and four additional topical reports. (Perkins grant no.: 11130004) (JA)
Ordering: TLX-07, 18 pages, $2.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Professional Improvement Assessment Project: A Summary Report of Professional Improvement Needs of Postsecondary Career Counselors***
Series: Professional Improvement Assessment Project
Author: University of North Texas
Editors: Lovelace, B. E., & LaBrecque, S. V.
Date of Publication: June, 1991
Publishers: Denton, Texas: University of North Texas
Description: This project was implemented to develop a database identifying the professional development needs of Texas postsecondary tech-prep counselors based on self-report. The appendices of this report include the job inventory survey and the needs assessment questionnaire for postsecondary career counselors. The findings of the professional development needs assessment are presented under the headings of Biographical Information (educational attainment, employment experience, and perception of local institutional faculty development activities) and Professional Development Needs. Related products: a final report and four additional topical reports. (Perkins grant no.: 11130004) (JA)
Ordering: TLX-08, 45 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Professional Improvement Assessment Project: Postsecondary Technical/Vocational Personnel Professional Improvement Assessment, Phase I--Year 1***
Series: Professional Improvement Assessment Project
Author: University of North Texas
Editors: Lovelace, B. E., & LaBrecque, S. V.
Date of Publication: June, 1991
Publishers: Denton, Texas: University of North Texas
Description: This final report describes an assessment of professional development activities for technical and vocational personnel currently being conducted by Texas community and junior colleges and technical institutes. The data collected are to be used at the institutional and state levels to plan and conduct activities to improve the quality of postsecondary professional development for counselors, administrators, and health occupations faculty. Findings and analysis are reported. Included are: job inventory surveys; copies of questionnaires used with postsecondary health occupations faculty, administrators, and career counselors; summary of findings for the needs assessment relating to the latter-named areas; copies of survey forms used to identify professional development activities, effective models of faculty development for postsecondary personnel, policies and procedures of institutional plans for faculty development of personnel; and a report on project evaluation (report of findings, no forms included). Related products: five topical reports. (Perkins grant no.: 11130004) (JA)
Ordering: TLX-04, 90 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Professional Improvement Assessment Project: Postsecondary Technical/Vocational Personnel Professional Improvement***

	Assessment, Phase II - Year 2
Series:	Professional Improvement Assessment Project
Author:	University of North Texas
Editors:	Lovelace, B. E., LaBrecque, S. V.
Date of Publication:	June, 1992
Publishers:	Denton, Texas: University of North Texas
Description:	This final report describes an assessment of professional development activities for technical and vocational personnel conducted by Texas community and junior colleges and technical institutes. The data collected are to be used at the institutional and state levels to plan and conduct activities to improve the quality of professional development for counselors, administrators, and faculty. This report is for the second year of the project. A brief introduction provides background information. The report discusses procedures for carrying out the two major objectives of the project: 1) conduct an assessment of the needs of postsecondary technical/vocational personnel for professional improvement and 2) identify the interest in and ability of state courses to develop those professional competencies. Results of the findings are given in detail, followed by summary, conclusions, and recommendations. Appendices include job inventory surveys; questionnaires for administrators, career counselors, and faculty; survey forms mailed to deans of colleges and professors; a report of the project evaluation; a list of selected secondary vocational certification courses; and descriptions of selected secondary vocational certification courses. Related products: six topical reports from the first year of the project. (Perkins grant no.: 22130002) (SR)
Ordering:	TLX-130, 650 pages, $29.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Professional Improvement Assessment Project: Summary Report of Professional Improvement Needs of Administrators of Postsecondary Technical/Vocational Programs***
Series:	Professional Improvement Assessment Project
Author:	University of North Texas
Editors:	Lovelace, B. E., & LaBrecque, S. V.
Date of Publication:	June, 1991
Publishers:	Denton, Texas: University of North Texas
Description:	This report describes the development of a database that identified the professional improvement needs of Texas postsecondary technical-vocational administrators as expressed by individuals responding to a survey. The study revealed a lack of identified professional competencies being developed through organized courses by teacher education institutions. The appendices of this report contain the job inventory survey and the needs assessment questionnaire for administrators. The findings are provided both by biographical information (a profile of respondents' educational attainment, experience, and perception of institutional effectiveness as related to professional development) and professional developments needs. These needs are considered to have been accurately identified through self-reporting of the study participants. Related products: a final report and four additional topical reports. (Perkins grant no.: 11130004) (JA)
Ordering:	TLX-03, 55 pages, $6.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Professional Improvement Assessment Project; Summary Report of***

	Professional Improvement Needs of Faculty of Postsecondary Health Occupations Programs
Series:	Professional Improvement Assessment Project
Author:	University of North Texas
Editors:	Lovelace, B. E., & LaBrecque, S. V.
Date of Publication:	June, 1991
Publishers:	Denton, Texas: University of North Texas
Description:	This report describes a project which developed a database enumerating the professional development needs of faculty of Texas postsecondary health occupations programs. The appendices contain both the job inventory survey (profile of respondents' educational attainment, experience, and perception of institutional effectiveness as related to faculty development) and the professional improvement needs assessment questionnaire for postsecondary health occupations faculty which were used in the study. This study determined that respondent self-report was effective in determining the professional development needs of health occupations faculty. Related products: final report and four additional topical reports. (Perkins grant no.: 11130004) (JA)
Ordering:	TLX-06, 44 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Professional Improvement Assessment Project: Summary Report of Postsecondary Technical/Vocational Personnel Professional Improvement Assessment, Phase I and II***
Series:	Professional Improvement Assessment Project
Author:	University of North Texas
Editors:	Lovelace, B. E., LaBrecque, S. V.
Date of Publication:	1992
Publishers:	Denton, Texas: University of North Texas
Description:	This is the summary report of both phases of a project to assess professional development activities for technical/vocational personnel conducted by Texas community and junior colleges and technical institutes. The Governor's Task Force articulated the perceivd need. First they conducted a literature review to determine the competencies of these groups. Then they created a job inventory survey and added to a questionnaire that they had already developed to assess perceived improvement needs among educators. Then they mailed the questionnaires to a target group of educators and analyzed the results. The findings are presented in tables 1-9. The findings indicated that one or more of respondents desired some degree of professional improvement for every task or competency statement of the questionnaire. Procedures for carrying out the objectives, findings, analysis, conclusions and recommendations are given. Also included in this report are job inventory surveys for instructors, administrators and counselors. Related products: six topical reports for the first year of the project and a final report for Postsecondary Technical/Vocational Personnel Professional Improvement Assessment, Phase II - Year 2. (Perkins grant no.: 22130002) (SR)
Ordering:	TLX-139, 108 pages, $10.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Profiles and Best Practices: Exemplary Vocational Special Populations Programs***

Series: MDS-856
Author: Matias, Z. B. , Maddy-Bernstein, C. , Kantenberger, J. A.
Date of Publication: November, 1995
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This report states that individuals working with special populations face the challenge of finding creative ways to help these students overcome many of the barriers that can hinder their success. This monograph discusses the characteristics shared by exemplary vocational special populations programs. Twenty key components are described, from administrative leadership and support to program evaluation, integrated vocational and academic curriculum, instructional support services, and work experience opportunities. Best practices for each component provide concrete examples culled from exemplary programs. The study also recognizes less tangible elements which are important for success, such as belief in students' ability, creative problem solving, and high staff morale. Profiles of model programs show how success occurs in a variety of settings and backgrounds. (SR)
Ordering: TLX-348, MDS-856, $8.50
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Program Guide: Planning to Meet Career Development Needs, School-to-Work Transition Programs***
Edition: 2nd ed.
Author: National Occupational Information Coordinating Committee
Date of Publication: October, 1995
Publishers: Stillwater, Oklahoma: NOICC Training Support Center
Description: This guide was developed to assist in implementing grants through the School-to-Work Opportunities ACT (STWOA) or to aid local districts which are planning for future implementation of school-to-work transition programs. The guide defines career development and covers best practices; discusses issues to consider in the planning process; enumerates national, state, and local roles in career development; and lists resources, products, and training available. The appendices include selected sections of the STWOA, an action plan for a career development guidance program, state occupational information coordinating committee contacts, and career guidance and counseling program information from the Office of Vocational and Adult Education of the U.S. Department of Education. (JA)
Ordering: TLX-397, 23 pages
Address: Customer Service, Oklahoma Dept. of Vo-Tech, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (800) 654-4502, fax: (405) 743-5154

Title: ***Project Access: Women Helping Women***
Series: Project Access
Author: San Antonio College
Editors: J. Walker
Date of Publication: 1993
Publishers: San Antonio, Texas: San Antonio College
Description: This report describes Project Access, San Antonio College's gender equity program. The program's objectives are: 1) provide opportunities for up-grading basis skills to prepare to enter a vocational program, 2) provide a supportive environment and activities, 3) provide opportunities for participants to pursue non-traditional careers 4) to provide exposure to non-traditional role models 5) identify and address needs that

would interfere with achieving these goals. In order to achieve these goals the college provides support services such as: academic and vocational counseling, registration assistance, transportation assistance, textbook assistance, childcare assistance, school-to-work assistance, and tutoring assistance. Section I contains correspondence. Section II contains workshop materials on career awareness, time management, math anxiety, career exploration and assessment, positive assertiveness, job opportunities, community support groups, improving self-esteem, stress management, decision making, and sexual harassment. Equity program administrators would find this report useful. (Perkins grant no.: 33160002) (KK)

Ordering: TLX-561, 250 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Project Leeway for Single Parents: Final Report, 1995***

Series: Project Leeway for Single Parents

Author: Lee College

Date of Publication: June, 1995

Publishers: Baytown, Texas: Lee College

Description: This final report describes a project to recruit low income, academically disadvantaged single parents, displaced homemakers, and single pregnant women into technical programs. A goal was to provide much needed support services to help them succeed. This report includes a brief description of the project, requirements for participation, and goals and objectives. Quickstart, a five-week, non-credit, full-day program, was offered prior to full technical program enrollment . It was designed to provide intensive preparation for success and included assessment testing, basic skills enhancement, study skills, career exploration, survival skills, and quickstart evaluation. Appendices include: brochures of the project, student information form, student survey form, parenting survey, child care assistance application form, class attendance form, and final comment form. Some news articles are included too. (Perkins grant no.: 55150015) (SR)

Ordering: TLX-128, 66 pages, $6.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Project Leeway Steps to Success: Project Manual***

Series: Project Leeway Steps to Success

Author: Lee College

Date of Publication: June, 1995

Publishers: Baytown, Texas: Lee College

Description: This manual describes a project which promoted and facilitated access to vocational and technical education and training, especially to women in nontraditional careers. Participants enrolled in Quickstart which was offered prior to enrollment in a technical program. Quickstart was a five week long, non-credit program providing intensive preparation for technical and vocational courses. The manual describes the program in detail. Aspects of the program, such as completion rate, academic performance, self-esteem, test of adult basic education, and career exploration are explained in the results section. Student and staff evaluations are given in the evaluations section. Appendices include: brochure of the project, student information form, student survey form, child care assistance application form, class attendance form, and a final comment form. News articles also are included. (Perkins grant no.: 55160009) (SR)

Ordering: TLX-82, 71 pages, $6.00

TECHlinx Workforce Education Clearinghouse

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Project LEP Training***
Author: San Antonio College
Editors: Melchor, R., Cantu, S., Johnson, R. L., Solis, A.
Date of Publication: 1992
Publishers: San Antonio: San Antonio College
Description: This project will provide training and follow-up technical assistance to community and technical college faculty. Ultimately, this personnel development activity will serve 250 technical faculty. (Perkins grant no.: 22120001) (SR)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Promising Practices in the State of Florida for Dropout Prevention and Transition for Students with Special Needs***
Author: Perry, L. J., Repetto, J. B., Perkins, D. A., Schwartz, S. E.
Date of Publication: 1994
Publishers: Gainesville, Florida: University of Florida
Description: This report describes the progress made by a project called RETAIN (Retention in Education: Technical Assistance and Information Network), designed to provide information and technical assistance to programs serving students with special needs. The specific goal of project RETAIN is to identify strategies and practices that keep at-risk students, including students with mild disabilities, in school until graduation. The sections of the report are titled : 1) Promising Practices for Dropout Prevention and Transition; 2) Identification of Promising Practices in Florida's School Districts; 3) Promises Practices Study; 4) Program Profiles; 5) Promising Practices; 6) Implications for Practice; and 7) Summary and Conclusions. (RR)
Ordering: TLX-787, 75 pages
Address: Clearinghouse/Information Center, Bureau of Student Services and Exceptional Education, Division of Public Schools, Florida Department of Education, Florida Education Center, Suite 622, Tallahassee, Fl 32399-0400, (904) 488 1879

Title: ***Promising Transition Practices in Florida***
Author: Snyder-Beutel, A., Bailey, M., Beutel, D. E., Martin, N., Mullins, M., Perkins, D., Repetto, j. B., Schwartz, S. E.
Date of Publication: 1995
Publishers: Gainesville, Florida: University of Florida
Description: This report identifies promising transition practices in the state of Florida for students with disabilities. The main aim of this report is to: 1) establish a network of information for collaboration and dissemination to assist those in the field toward successful transition out comes for the students; and 2) recognize the outstanding work of some of the programs in the state. The sections in this report are: promising practices domains, results, discussion of findings, site visit summaries, and references. (RR)
Ordering: TLX-784, 54 pages
Address: Clearinghouse/Information Center, Bureau of Student Services and Exceptional Education, Division of Public Schools, Florida Department of Education, Florida Education Center, Suite 622, Tallahassee, Fl 32399-0400, (904) 488 1879

Title: ***Quick Start Training Program: Curriculums for Creating Opportunities for the Homeless, A Lifeskills Curriculum for Adult Learners***
Series: Quick Start Training Program
Author: El Paso Community College
Editors: Camacho, C.
Date of Publication: 1995
Publishers: El Paso, Texas: El Paso Community College
Description: This document is the curriculum for a project developed to aid unemployed homeless people. This curriculum combines teaching reading, writing, speaking, and numeracy skills with instruction in life skills which are prerequisite to economic self sufficiency. The lessons are meant to promote independence and long-term self-sufficiency by encouraging participants to recognize their own strengths and develop plans to achieve financial independence. Each lesson is geared toward that goal. Some of the lessons are: getting acquainted, self-concept, values, decision-making, personal inventory, goal setting, career self-evaluation, job information sources, job applications, resume writing, cover letters, job interviews, succeeding on the job, and cost of living. (Perkins grant no.: 55140004) (RR)
Ordering: TLX-757, 50 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Quick Start Training Program: Curriculums for Culinary Arts***
Series: Quick Start Training Program
Author: El Paso Community College
Date of Publication: 1995
Publishers: El Paso, Texas: El Paso Community College
Description: This is the syllabus for the Culinary Arts course offered as part of a project developed to aid unemployed homeless people. The project was also designed to be made available to other displaced worker populations who need short term training and work, allowing them to participate in longer term educational endeavors. (Perkins grant no.: 55140004) (RR)
Ordering: TLX-756, 150 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Quick Start Training Program: Curriculums for Office Practices***
Series: Quick Start Training Program
Author: El Paso Community College District
Editors: Camacho, C.
Date of Publication: 1995
Publishers: El Paso, Texas: El Paso Community College District
Description: This document offers a collection of curricula for office practices developed in conjunction with a project to aid unemployed homeless people. The project was designed to be made available to other displaced worker populations in need of short-term training and work, allowing them to participate in longer term educational endeavors. The document contains a course number, course description, tuition data, course status, course verification form, and course outline for each office practices course. (Perkins grant no.: 55140004) (SR)
Ordering: TLX-172, 50 pages, $4.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Quick Start Training Program: Occupational Opportunity Center for the Homeless: Final Detailed Report***
Series: Quick Start Training Program
Author: El Paso Community College
Date of Publication: August, 1995
Publishers: El Paso, Texas: El Paso Community College
Description: This final report describes the progress made by this project designed to assist the homeless population of El Paso become self-sufficient by providing short term vocational skills training. The training skills chosen have been designated to meet the demands of local industry. Additional services such as occupational literacy, occupational life skills, job information, job search assistance, and assistance to pursue additional education are also provided. The report includes an overview of the goals and objectives, evaluation results, and conclusions and recommendations. Attachments include: 1) survey of high skills demands; 2) list of student recruitment for Quick Start Training program; 3) curriculums for three Quick Start Training classes; 4) evaluations for the courses; 5) list of homeless coalition agencies; 6) list of agencies visited for recruitment; 7) publicity fliers; 8) contents of Lifeskills curriculum; 9) list of potential employers; 10) job skills inventory; 11) job search book and table of contents; 12) database questionnaire; 13) minutes of meetings; and 14) reports to the Homeless Coalition. (Perkins grant no.: 55140004) (RR)
Ordering: TLX-721, 90 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Readin', Writin', and 'Rithmetic One More Time: The Role of Remediation in Vocational Education and Job Training Programs***
Series: MDS-309
Author: Grubb, W. N. , Kalman, J. , Castellano, M., Brown, C. , Bradby, D.
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This report examines the expanding programs that provide remedial education to individuals enrolling in various forms of job-related education and training, including postsecondary vocational education, JTPA (Job Training Partnership Act) programs, and welfare-to-work programs. Based on interviews with providers of remediation, the current system is one with large numbers of referrals among programs, but with few mechanisms to ensure progress through the system and almost no information about effectiveness. Furthermore, most current efforts use teaching methods which are likely to be especially ineffective for adult students. The report concludes with recommendations for reforms in remedial education. (SR)
Ordering: TLX-350, MDS-309, $15.50
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Real Jobs for Real People: An Employer's Guide to Youth Apprenticeship***
Author: Byrne, S., Fisher, C. J., Lum, T., Moore, G., & Petrich, T.
Date of Publication: June, 1992

Publishers: Washington, DC: The National Alliance of Business
Description: Youth apprenticeship can offer relief for employers who are frustrated with the quality of entry level job applicants but may be skeptical about the prospect of a school-to-work system. This guide offers practical advice on how an employer can begin a youth apprenticeship program. Employers can take the lead in shaping the quality of their future workforce and by working with educators, they can develop criteria that meet their labor needs. This guide addresses the internal support that a business must generate, and gives tips on choosing an educational partner. Three different types of skills that comprise a youth apprenticeship program are presented, including academic skills, technical skills, and employability skills. Finally, student recruitment is discussed including strategies on how to overcome the negative image that vocational courses have in some high schools. (SR)
Ordering: TLX-637, 47 pages, no charge
Address: National Alliance of Business, 1201 New York Avenue, NW, Suite 700, Washington, DC, 20005-3917, 202-289-2917

Title: ***Real World Lessons in a Classroom: Workplace Competencies in Computer Literacy***
Series: Real World Lessons in a Classroom: Building a Quality Workforce
Author: Texas Tech University
Editors: Buxkemper, S.J.
Date of Publication: Summer, 1994
Publishers: Lubbock, Texas: Texas Tech University
Description: This is a curriculum document used to train secondary students in computer literacy. It has a daily lesson plan for the students and side-by-side instructions for the teachers. Related products: Workplace Competencies in English, Mathematics, Biology, and Business Communication. (Perkins grant no.: 44170001) (RR)
Ordering: TLX-367, 40 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Real World Lessons in a Classroom: Workplace Competencies in English***
Series: Real World Lessons in a Classroom: Building a Quality Workforce
Author: Texas Tech University
Editors: Hoeffner, D. L.
Date of Publication: Summer, 1994
Publishers: Lubbock, Texas: Texas Tech University
Description: This is a curriculum document used to prepare secondary students to enter the workforce by teaching them English. It has a daily lesson plan for the students and side-by-side instructions for the teachers. Related products: Workplace Competencies in Computer Literacy, Mathematics, Biology, and Business Communication. (Perkins grant no.: 44170001) (RR)
Ordering: TLX-368, 30 pages, $22.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Real World Lessons in a Classroom: Workplace Competencies in Mathematics***
Series: Real World Lessons in a Classroom: Building a Quality Workforce

Author: Texas Tech University
Editors: Driver, J.
Date of Publication: Summer, 1994
Publishers: Lubbock, Texas: Texas Tech University
Description: This is a curriculum document used to prepare secondary students to enter the workforce by teaching them work-related mathematical concepts. It has a daily lesson plan for students and side-by-side instructions for the teachers. Related products: Workplace Competencies in Computer Literacy, English, Biology, and Business Communication. (Perkins grant no.: 44170001) (RR)
Ordering: TLX-369, 48 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Real World Lessons in a Classroom: Workplace Competencies in Business Communication***
Series: Real World Lessons in a Classroom: Building a Quality Workforce
Author: Texas Tech University
Editors: Sutto, A.
Date of Publication: Summer, 1994
Publishers: Lubbock, Texas: Texas Tech University
Description: This is a curriculum document used to prepare secondary students to enter the workforce by teaching them how to communicate successfully in the workplace. It has a daily lesson plan for students and side-by-side instructions for the teachers. Related products: Workplace Competencies in Computer Literacy, English, Biology, and Mathematics. (Perkins grant no.: 44170001) (RR)
Ordering: TLX-370, 45 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Real World Lessons in a Classroom: Workplace Competencies in Biology***
Series: Real World Lessons in a Classroom: Building a Quality Workforce
Author: Texas Tech University
Editors: Thomas, P.
Date of Publication: Summer, 1994
Publishers: Lubbock, Texas: Texas Tech University
Description: This is a curriculum document used to teach secondary students the application of biology in the real world. It has a daily lesson plan for the students and side-by-side instructions for the teachers. Related products: Workplace Competencies in Computer Literacy, English, Business Communication, and Mathematics. (Perkins grant no.: 44170001) (RR)
Ordering: TLX-371, 75 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Realtime Caption Reporting Curriculum Development--Year Two: Final Report, 1993***
Author: Amarillo College
Date of Publication: August, 1993
Publishers: Amarillo, Texas: Amarillo College

ERIC DRS No.: ERIC Document Reproduction Service No. ED 366 778

Description: This final report documents an associate degree program which was developed at Amarillo College in Texas to train realtime caption reporters. The competency based curriculum contained steno caption writer and certified court reporter options. The program featured internships at a local television station, during which students received individual hands-on training conducted by practicing realtime reporters. Efforts to publicize the program included articles in Amarillo College student publications and the local news media and live demonstrations of the captioning equipment for schools and various community groups. Five deaf students received classroom services, one class per week during the spring semester of the project's first year. Articulation agreements with Amarillo business and vocational programs to facilitate high school graduates' entry into the realtime caption reporter associate degree program are now in progress. Goals and materials for the project's second year are being developed. Attached to this final report are miscellaneous supporting data, including project summary sheets, a steno-captionist competency profile, the approved curriculum, project publicity materials, a list of advisory committee members, and advisory committee meeting notes. (Perkins grant no.: 33110002) (SR)

Ordering: TLX-177, 72 pages, $6.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Realtime Training: Refinement / Implementation / Marketing: Final Report, 1994***

Author: Amarillo College

Editors: Lemaster, P.

Date of Publication: November, 1994

Publishers: Amarillo, Texas: Amarillo College

Description: This is a final report of a project to develop the associate degree program in realtime caption reporting. Brief sections on the project goals and accomplishments to meet these goals are given. Some supporting data about realtime caption reporting are also appended to the report. Also included is a brochure on realtime caption reporting from the Amarillo College. (Perkins grant no.: 44110003) (SR)

Ordering: TLX-58, 80 pages, $8.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Recommended System for Joint Professional Development Activities in Texas: A Draft***

Edition: Paradigms, vol. 5 no.5, p.4-5, June 1996

Date of Publication: June, 1996

Publishers: El Paso, Texas: Texas Community & Technical College Workforce Education Consortium

Description: This draft released by the professional development project, a collaborative effort between four Texas colleges, recommends a system for joint professional development activities in Texas. The following steps are recommended by the project: 1) building awareness - - direct contact with the professional development personnel of each college is considered a good way to build awareness, including surveys, newsletters, world wide web presence, professional associations, and presentation at professional training organization; 2) review of professional development resources; 3) conduct needs assessment in the following areas - - instructional needs, administrative needs, career counseling needs, and staff training needs; 4) design professional development

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institutes and workshops - - using information from the review of resources and the needs assessment - - colleges capable of designing and presenting workshops will be identified and will develop workshops; 5) market these workshops and institutes; 6) implement the workshops; 7) develop an online One stop resource center; and 8) evaluation. See also http://www.epcc.edu/Programs/Literacy (SR)

Address: Texas Workforce Education Consortium, El Paso Community College, Literacy & Workforce Development Programs, PO Box 20500, El Paso, TX 79998

Title: ***Reconstructing Urban Schools with Work-Centered Education (also contains the Reprint Series document entitled "To Market, To Market . . . Too Soon?")***

Series: MDS-759

Author: Grubb, W. N.

Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: The first of the two documents in MDS-759 is a manifesto against off-the-shelf curriculum. Prepackaged materials, according to the author, work in ways hostile to the best elements of current reforms such as collaboration between teachers, improved pedagogy, and increased rigor of school programs. The second article describes how work-centered education can rejuvenate beleaguered urban schools. Programs like academies, occupational clusters, and magnet schools take advantage of the best characteristics of cities, employment, and community resources for out of school learning experiences. Work-centered education can resolve many of the problems of urban schools through integrating academic and vocational tracks, and is of special benefit to the low-income students most in need of assistance. By embracing this type of curriculum and pedagogy, the author concludes, urban schools may again become leaders of educational reform. (SR)

Ordering: TLX-353, MDS-759, Reprint Series, $2.50

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Recruitment and Retention of Minority Teachers in Vocational Education***

Series: ERIC Digest No. 144

Author: Lankard, B. A.

Date of Publication: 1993

Publishers: Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University

Description: This ERIC digests maintains that although the number of minority students continues to increase, the number of ethnically diverse teachers is declining. This digest examines the need to bring more minorities into the teaching profession, explores issues related to recruiting and retaining minorities as vocational teachers, and identifies strategies to help diversify vocational teacher education. (SR)

Ordering: TLX-318, 2 pages, no charge

Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815

Title: ***Research on School-to-Work Transition Programs in the United States***

Series: MDS-771

Author: Stern, D. , Finkelstein, N., Stone III, J. R., Latting, J., Dornsife, C.
Date of Publication: March, 1994
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: Encouraged by federal legislation, localities and states are designing new school-to-work systems. This report is intended to assist these design efforts by presenting the results of research on existing school-to-work programs in the United States. (SR)
Ordering: TLX-351, MDS-771, $17.50
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Research-Based Case Studies: Creating Resources To Assist Teachers in the Integration of Academic and Vocational Education***
Series: MDS-781
Author: Finch, C. R., Schmidt, B. J., Faulkner, S. L., Kandies, J.
Date of Publication: April, 1995
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This report documents the process used in creating NCRVE's case studies workbook (MDS-780), which is designed for educators involved in integrating academic and vocational education. The authors discuss the implications of their process for case study preparation in a variety of professional development settings. Some of the key issues are building realistic content, assessing usefulness for the intended audience, field testing and case refinement, and evaluating effectiveness. This methodological study will be an invaluable resource for anyone involved in creating and using research-based cases. (PP)
Ordering: TLX-244, MDS-781, $3.25
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Respiratory Care and Radiological Sciences Articulation and Collaboration, Developing New Pathways Between Two-Year Colleges and Four-Year Universities: Project Overview, Model Degree Plan with Recommended Courses***
Author: Houston Community College System
Date of Publication: 1994
Publishers: Houston, Texas: Houston Community College System
Description: This guide is a product of a grant to design a model degree plan for collaborating community colleges and universities that offer a Bachelor of Science degree in imaging or radiological science and respiratory care programs. It includes some brief background information, a model plan for Bachelor of Science degree, and course plans. It also includes a list of entry level skills required for respiratory care and radiological sciences collected from the focus group participants. Examination matrices and detailed content outlines for the revised entry level and written registry examinations are also included in this guide. (Perkins grant no.: 44110005) (SR)
Ordering: TLX-31, 60 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Restructuring Student Experience Using Tech Prep Mapping to***

	Integrate Vocational and Academic Curriculum
Author:	Pirozzoli, D.
Editors:	Fox Valley Technical College
Date of Publication:	June, 1993
Publishers:	Appleton, Wisconsin: Fox Valley Technical College
ERIC DRS No.:	ERIC Document Reproduction Service No. ED 363 386
Description:	This research paper is about the need for institutions of higher education to examine restructuring. It discusses how student experiences represent an important arena for school restructuring and how Tech Prep Mapping (TPM) process is the best approach. This technique involves cooperation between secondary and postsecondary education districts in developing a joint curriculum and articulation. A detailed report of this technique is provided in this paper. (RR)
Ordering:	TLX-600, 13 pages
Address:	ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110 Springfield, VA 22153-2852 (800) 443-ERIC

Title:	***Revitalizing High Schools: What the School-to-Career Movement Can Contribute***
Edition:	Phi Delta Kappan, vol. 77, no. 8, p. 547, April 1996
Author:	Goldberger, S.
Date of Publication:	April, 1996
Publishers:	Bloomington, Indiana: Phi Delta Kappa
Description:	In this journal article, the authors criticize three typical approaches to school-to-career program design and suggest an approach that also serves as a means of school reform. The proposal includes four principles: 1) organizing high schools around thematic programs of study, 2) basing the selection of career-focused programs of study in high school on general interests, 3) including work-based learning as a core part of the curriculum for all students, and 4) integrating secondary and post-secondary learning environments. The article also discusses the need for employer participation in school-to-career programs and mentions several benefits to employers. (CG)
Address:	Director of Administrative Services, Phi Delta Kappan, P. O. Box 789, Bloomington, IN 47402, (812) 339-1156

Title:	***Rural Health Occupations Model Project: Final Report, 1994***
Author:	Lee College
Editors:	Walker, L., Griffith, S.
Date of Publication:	1994
Publishers:	Baytown, Texas: Lee College
Description:	This project report describes the accomplishment of the Rural Health Occupations project in developing a system to recruit, train, and place students from area high schools and the adult community in health careers in rural areas. The goal of the project was to prepare secondary students, through the tech-prep framework, for immediate entry level employment within the health care industry or for further training at the community college level. Project goals and objectives, project activities, and evaluation are all included in the report. The appendices include the general project information, promotional material, copies of agreements, and evaluations. (Perkins grant no.: 44140003) (RR)
Ordering:	TLX-387, 113 pages, $10.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Rural Industrial Workforce Development Training Center: Final Report, 1995***
Author: Frank Phillips College
Editors: Beavers, S. L.
Date of Publication: July, 1995
Publishers: Borger, Texas: Frank Phillips College
Description: This final report describes a model rural training center (RTC) pilot project based on adult vocational continuing education courses offered during 1994-95. This project was conceived by the Panhandle Area Trainers, an organization of 38 local industry trainers. The goal was to provide world-class employers in the local workforce that will lead to improved productivity for the rural community. The college identified, developed, piloted, implemented, and evaluated a RTC model that could be used across the region, state, or nation. The curriculum was based on current theory and research which supports the DACUM (developing the curriculum) process. The on-site curriculum models have been based on three dimensions and curriculum development in six program areas; integration of SCANS (Secretary's Commission on Achieving Necessary Skills) competencies into the six areas; and competency based design. A train-the-trainer process has been piloted to certify trainers to train at the on-site programs. This report includes a brief description of the project, its methodology; committees set up and requirements of members; SCANS, integration, description of workplace competencies, and foundation skills; and recommendations. Appendices include: evaluation form; pilot attendance graphs; minutes of the various on-site meetings; and SCANS, tables, and competencies. (Perkins grant no.: 55140011) (SR)
Ordering: TLX-121, 250 pages, $14.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***School Climate in Emerging Career-Oriented Programs: Students' Perspectives***
Series: MDS-1068
Author: Hernandez-Gantes, V., Phelps, L.A., Jones, J., & Holub, T.
Publishers: Berkeley, California: The National Center for Research in Vocational Education (NCRVE)
Description: Dozens of educational reform theories and curricular models contend for prominence, but little attention has so far been paid to the clients of all this activity: students. These researchers did something new: they asked students themselves how the new vocationalism is doing. Students from five career-oriented programs pointed to a range of factors these authors call school climate as key to their learning. School climate includes a supportive atmosphere, a variety of curricular options, high expectations, and an environment that provides both safety and diversity. The authors outline the challenges new career-oriented programs face in meeting all students' needs in increasingly diverse populations. The many quotations in this article bring to life students' excitement about education and work opportunities they might have otherwise missed. (SR)
Ordering: TLX-841, MDS-1068, $3.25
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***School-to-Work Apprenticeship: Final Report, 1995***

Author: Lee College
Editors: Licklider, J. & Griffith, S.
Date of Publication: 1995
Publishers: Baytown, Texas: Lee College
Description: This final report is a product of the school-to-work youth apprenticeship program of Lee College which is operated in collaboration with partners in seven area school districts, area business and industry, and the quality workforce and tech-prep consortia. It includes the project goals, objectives, activities, evaluation, and summary. Also included in the appendices are: apprenticeship standards; outline and materials used in workshops; recruitment brochure, participating area employers, list of apprenticeship occupations; competency lists/profiles; curriculum; law enforcement tech-prep packet; and DACUMs (developing a curriculum). (Perkins grant no.: 55170014) (SR)
Ordering: TLX-38, 155 pages, $12.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***School-to-Work Apprenticeship: Interim Project Report***
Author: Lee College
Editors: Griffith, S., & Hodgin, J., & Sasser, J.
Date of Publication: 1994
Publishers: Baytown, Texas: Lee College
Description: This report describes the school-to-work program started by Lee College and Goose Creek CISD. The report explains the need for the project, the project's goals and objectives, project activities, and teacher and instructor development. Any educators considering a school-to-work program should read this report. In addition to general information, this report also contains several useful appendices. Appendix 1 describes the apprenticeship program, how it works, who operates it and how, how long does the student participate, how does he or she benefit, and what jobs are appropriate for the apprenticeship program. This appendix also includes the tech-prep articulation agreement between Lee College and the Goose Creek CISD. Appendix 2 contains curriculum and internship information including internship evaluations and lesson plans. Appendix 3 contains information about the high school law enforcement program including teacher training, internship schedule, and application. Appendix 4 contains information about locating and evaluating possible apprenticeships. (Perkins grant no. 44170029) (KK)
Ordering: TLX-462, 93 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***School-to-Work Facts***
Series: MDS-884
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This booklet presents some selected information about school-to-work transition in the United States. It highlights some key facts about instruction and the work experience of students enrolled in the nation's secondary and postsecondary education system. It begins with a snapshot of high schools, continues with a brief look at postsecondary institutions, and concludes with a quick summary of major trends in the labor force of the United States. (SR)
Ordering: TLX-358, MDS-884, $3.50
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University

Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***School-to-Work Hospitality Coordination Project: Final Detailed Report, 1996***
Author: Home Economics Curriculum Center, Texas Tech University
Editors: Perrin, L., Wragg, M.
Date of Publication: August, 1996
Publishers: Lubbock, Texas: Texas Tech University
Description: This final report describes a project whose objectives are to: 1) bridge partnerships between the Texas hospitality industry, school districts, and institutions offering hospitality services programs, to facilitate a statewide school-to-work hospitality system, 2) coordinate communications between entities, 3) provide technical assistance to employers and institutions, and 4) provide professional development opportunities for program planners and teachers. Project overview, objectives and activities, project evaluation, and summary and recommendations are included in this report. Appendices include: list of advisory committee, minutes of meetings, mailing list of interested persons, community, technical, and public universities offering hospitality programs, hospitality packet (sample tools for implementing secondary hospitality services work based programs), conference survey form, conference handouts, and evaluation form. (Perkins grant no.: 66180010) (SR)
Ordering: TLX-835, 135 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***School-to-Work Opportunities for Out-of-School Youth***
Edition: STW News, July/August, 1996
Date of Publication: August, 1996
Publishers: Prescott, Arizona: Paradigm Marketing Group, Inc.
Description: This newsletter article provides information about opportunities for out of school youth and at-risk students in school-to-work programs. According to the article, most of the out of school programs available are more toward prevention rather than reintegration with the existing system. This article summarizes a number of strategies that have been employed across a variety of geographic areas and occupations by programs serving out of school youth. Some of the strategies suggested were: short term benchmarks, support services, adult mentors, employer incentive mechanisms, integrated learning, youth as active participants, and distinct program identity. Effective practices and related organizations are also provided. (SR)
Ordering: TLX-839, 2 pages
Address: Paradigm Marketing Group, Inc., 450-A, Overland Trail, Prescott, Arizona 86303-5880 (520) 445-2875

Title: ***School-To-Work Program Awareness of Students, Teachers, & Employers: Assessment Report***
Author: Upper Rio Grande Tech Prep Consortium
Editors: Starke, R.
Date of Publication: November, 1995
Publishers: El Paso, Texas: El Paso Community College
Description: This report describes the assessment conducted on a project to 1) increase industry personnel and understanding of School-to-work (STW) work-based activities; 2) increase the number of participating small and medium businesses; 3) substantiate

work-based learning experiences as valuable STW transition for students; and 4) increase exposure of students and educators to work-based experiences in industry settings. The report includes a section on the investigation method followed by the student, teacher and employer survey results, and a response summary and summary of survey results. The appendices include sample survey results. (RR)

Ordering: TLX-663, 25 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***School-to-Work Programs in Postsecondary Education***
Edition: CenterFocus, no. 7
Author: Inger, M.
Date of Publication: January, 1995
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This article focuses on school-to-work programs in two-year colleges. It looks at different aspects, such as coop, apprenticeships, career counseling and job placement, and relevance of school-to-work programs to subsequent employment. A list of references is also provided. View the document at http://vocserve.berkeley.edu/CenterFocus/cf7.html. (SR)
Ordering: TLX-552, 8 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***School-to-Work Transition: A Texas Perspective***
Author: Texas Education Agency
Date of Publication: October, 1993
Publishers: Austin, Texas: Texas Education Agency
Description: This manual explores the problems learners face as they leave school and enter the workforce. It examines the changing economy and the demands it places on learners, and looks at the concept of a highly skilled work force. It examines national- and state-level efforts and offers ideas and programs which schools, businesses, and communities can use to help youths make a smoother transition from the classroom to the workplace. The purposes of this manual are to 1) provide a broad overview of the complex facets of the school-to-work transition issue, 2) offer food for thought, and 3) supply the reader with the resources for further action or study. The manual is divided into ten chapters. A bibliography, a list of resources and an index are also attached. (RR)
Ordering: TLX-693, 175 pages, $12.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***School-to-Work Transition: Educators' Roles***
Series: MDS-838
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: The objective of this teleconference, recorded November 9, 1994, was to provide educators with an orientation to school-to-work systems. The teleconference included an overview of school-to-work systems, a discussion of models of school-to-work systems, and an examination of issues and implementation strategies. (SR)

Ordering: TLX-359, MDS-838, Videotape, $15.00
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***School-to-Work Transition: Resources for Counseling***
Author: Chew, C.
Date of Publication: 1995
Publishers: Alexandria, Virginia: American Vocational Association
Description: This invaluable resource will bring counselors into the school-to-work process. The 218-page manual provides a basic outline of workforce changes, describes the School-to-Work Opportunities Act (STWOA), and identifies the role of the counselor in all components of the STWOA. Sample career portfolios, career plans, and articulation agreements, along with lists of organizations and several other resources for counselors are included. (SR)
Ordering: TLX-649, 218 pages, $19.50/AVA member, $21.50/nonmember
Address: American Vocational Association, 1410 King Street, Alexandria, VA 22314 (800) 826-9972, fax: (703) 683-7424

Title: ***SCID: Model for Effective Instructional Development***
Author: Center on Education and Training for Employment
Editors: Norton, R. E.
Date of Publication: June, 1993
Publishers: Columbus, Ohio: Center on Education and Training for Employment
ERIC DRS No.: ERIC Document Reproduction Service No. ED 359 338
Description: This conference paper describes the Systematic Curriculum and Instructional Development (SCID) model, which provides a tested procedure for developing high-quality, low-cost competency based education, tech-prep curriculum, and instructional materials. The paper describes the five phases of the model in detail - - analysis, design, development, implementation, and evaluation. Attachments include graphic and descriptive information about the model. (RR)
Ordering: TLX-603, 14 pages
Address: Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title: ***Search Guidelines to Enhance Diversity***
Author: Texas Higher Education Coordinating Board
Publishers: Austin, Texas: Texas Higher Education Coordinating Board
Description: This report describes the guidelines that may prove helpful to public institutions of higher education in developing search policies and procedures or in refining existing ones to enhance diversity. These guidelines are applicable primarily to faculty and professional and administrative personnel but may be modified for others. The topics included are: 1) search process, 2) search committee, 3) search firm, 4) position specifications and position announcement, 5) applicant pool, 6) role of the committee chair, 7) role of the committee member, 8) role of the department chair or other unit head, 9) role of the affirmative action officer, 10) role of the Texas Educational Opportunity Plan coordinator, 11) slate of candidates to be presented to decision makers, 12) other logistics, and 13) suggestions for success. The appendices include a list of organizations, advertisements, rating form, description of the interview process, and copies of correspondence. (RR)
Ordering: TLX-535, 25 pages, $2.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Secondary / Post-Secondary Vocational-Technical Program Articulation Handbook***
Author: El Paso Community College
Editors: Ingram, M. D. & Troyer, D.
Date of Publication: 1988
Publishers: El Paso, Texas: El Paso Community College
Description: This manual is a product of a grant to develop a handbook that to be used in implementing a process of articulation. The first section of this manual (20 pages) deals with aspects of secondary and postsecondary vocational/technical program articulation. It includes introduction, definition of terms, benefits derived from articulation, types of articulation, barriers and pitfalls for consideration, financial aspects, competency based curriculum, and articulation. The next section (12 pages) describes a time-shortened articulation system, flow chart of the articulation program, and an overview of it. Finally, an example guidebook (35 pages) for assisting the college staff in implementing articulation with local high schools is included. This section includes: developing an articulation plan, applying it, updating it, distribution of articulation materials, and tracking and evaluation. Included in the appendices of this section are forms for articulation plan, course competency analysis, articulation chart, and computer tracking of high school articulation students. An articulation agreement form and articulation brochure are also included in this manual. (Perkins grant no.: 88104016) (SR)
Ordering: TLX-39, 72 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Secondary School Principals Set Plan for High School Renewal***
Edition: STW Reporter, vol. 2, no.2, p. 1,7, July 1996
Date of Publication: July, 1996
Publishers: Alexandria, Virginia: American Vocational Association
Description: This article gives a brief synopsis of a report, Breaking Ranks: Changing an American Institution, from the National Association of Secondary School Principals' (NASSP) Commission on the Restructuring of the American High School. The NASSP has offered a manifesto for action that lists priorities for the changes it wants to see in the American high school. It has proposed 80 recommendations for reform and feels the basic priorities should be changed. The article lists the nine new purposes for the nation's secondary schools proposed by the commission. The report provides guideline recommendations for a wide range of topics: assessment and accountability, professional development, diversity, teacher resources, community partnerships, and staff leadership. These recommendations revolve around six major themes: personalization, coherency, time, technology, professional development, and leadership. The report is available from NASSP for $22.50 (703-860-0200). (SR)
Address: STW Reporter, American Vocational Association, 1410 King Street, Alexandria, VA 22314, (800) 826-9972, fax: (703) 683-7424

Title: ***Selected Resources to Facilitate the Transition of Learners with Special Needs from School-To-Work or Postsecondary Education, Vol. 2***

Series: MDS-300
Author: Kallembach, S. C. , Burac, Z., Coyle-Williams, M., Benesh, J., Bullock, C., Iliff, L.
Date of Publication: August, 1992
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This paper states that the school-to-work transition initiative is once again brought to the forefront in the 1990s with the reauthorization of both the Education of the Handicapped Act and the Perkins Act. This document is intended to assist state and local administrators of vocational special needs programs, as well as educators, counselors, researchers, and policy makers, in locating resources for transition programs for youths and adults with disabilities. To avoid duplication, many entries appearing in the first resource guide for learners with special needs (MDS-002) have not been included in this document. For a comprehensive listing, readers may wish to obtain both publications. (SR)
Ordering: TLX-356, MDS-300, $21.50
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Selling Self-Interest***
Edition: Vocational Education Journal, vol. 71, n.2, p.22-25, Feb 1996
Author: Vo, C. H.
Date of Publication: February, 1996
Publishers: Alexandria, Virginia: American Vocational Association
ERIC DRS No.: ERIC Document Reproduction Service No. EJ 517 289
Description: This article discusses the need for youth apprenticeship programs and suggests that the benefits to companies are high. It indicates that work-based learning programs may be the most effective way to ensure professional training for today's youth. (SR)
Address: American Vocational Association, 1410 King Street, Alexandria, VA 22314 (800) 826-9972, fax: (703) 683-7424

Title: ***Sequential Curriculum Planning Guide for Combined Secondary and Postsecondary Technical Education***
Author: Delaware Consortium on Technical Preparation Programs
Editors: Welch, T. M.
Publishers: Dover, Delaware: Delaware Consortium on Technical Preparation Programs
Description: This guide is meant to assist counselors, teachers and students select course sequences that offers better preparation for technical careers and postsecondary training. It is also meant to serve as a tool to assist local school districts comply with new integrated and sequential curriculum mandates of the Carl Perkins Vocational and Applied Technology Act of 1990. The topics covered by the guide are entitled: 1) The tech prep concept; 2) Business cluster; 3) Marketing, management, service and retail cluster; 4) Agricultural business and production cluster; 5) Technical occupational areas for both vocational-technical and comprehensive secondary schools; and 6) Human services cluster. Individual programs in each cluster are discussed. (RR)
Ordering: TLX-579, 65 pages
Address: Delaware Consortium on Technical Preparation Programs, 371-A West North Street, Dover Delaware 19904 (302) 739-6163

Title: ***Serving Students with Learning or Cognitive Disabilities Effectively***

	in Two-Year Colleges: Seven Exemplary Approaches
Editors:	Gugerty, J. J.
Publishers:	Madison, Wisconsin: Center on Education and Work
Description:	This handbook is a product of a project funded by the U.S. Department of Education. The project aimed to improve the success rates of individuals with learning or cognitive disabilities in two-year colleges. Colleges were profiled that enrolled, retained, and graduated students with these disabilities who were prepared to enter employment or participate in higher education. The examples in this publication suggest effective ways to provide high quality educational and support services to the target populations, and is suggested for staff and administrators at two-year colleges, policy makers, teacher educators, tech-prep personnel, parents, advocates, and adult service agency staff. This handbook includes a 54-page section on educational restructuring and a 62-page chapter on fostering self-advocacy skills in students with these disabilities. Other information provided on the programs include: goals and key features; local demographics, program overview; financial data; staffing patterns; students served; coordination activities; program outcomes; and figures and exhibits illustrating specific examples to demonstrate how each school designs and implements its services for individuals with learning or cognitive disabilities. (SR)
Ordering:	TLX-329, 608 pages, $45.00
Address:	CEW Publications Unit, Dept. Z, 1025 W. Johnson St. # 964, Madison, WI 53706-1796

Title:	***Serving Youth with Disabilities Within School-to-Work Systems***
Edition:	STW News, July/August, 1996
Date of Publication:	August, 1996
Publishers:	Prescott, Arizona: Paradigm Marketing Group, Inc.
Description:	This newsletter article provides information about youth with disabilities and school-to-work systems. It provides an overview of the issues surrounding implementation of services and components proven to be successful. Successful strategies that have been employed by programs offering transition services, organizations involved, and other resources are also provided. Some of the successful strategies mentioned are: partnerships with schools, clearly defined roles and responsibilities, fostering communication between all partners, use of transition specialists, student self-determination, long term outcomes, and social and interpersonal skills. (SR)
Ordering:	TLX-840, 3 pages
Address:	Paradigm Marketing Group, Inc., 450-A, Overland Trail, Prescott, Arizona 86303-5880 (520) 445-2875

Title:	***Shared Counselor Partnership Tool Kit***
Author:	North Harris College
Editors:	Stanfield, V.
Date of Publication:	1995
Publishers:	Houston, Texas: North Harris College
Description:	This guide provides the tools necessary to produce shared counselor partnerships and can be used as a resource for implementing activities in established partnerships. The format of this tool kit provides general information about planning and designing partnerships and more specific information about the Shared Counselor Partnership. The sections of the toolkit are entitled: Research, Planning and Design Issues, Program Operational Format, Roles and Responsibilities, Training Student Services Specialists, Launching the Program, and resources. This program has received national recognition by the Department of Education and NCRVE (National Center for Research in

	Vocational Education) as an exemplary career guidance and counseling program. (Perkins grant no.: 55140007) (RR)
Ordering:	TLX-741, 75 pages, $6.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title:	***Skill Standards Project: A Conceptual Framework for Industry-Based Skill Standards***
Edition:	CenterFocus, no. 11
Author:	Merritt, D.
Date of Publication:	April, 1996
Publishers:	Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description:	This paper presents two models of skill standards development and certification, the professional and the skill components model. The skill components model is based on the limited passive role that workers are expected to assume in traditional hierarchical organizations. On the other hand, the concept of professionalism assumes that workers have the ability to apply general knowledge to a variety of non-routine circumstances or situations. In the professional model, technical and vocational skills are the foundations for more complex general functions such as problem solving or using judgment. In the skill component model, broader academic skills are the foundation for specific tasks and technical skills. Thus, tasks are the ultimate activity for nonprofessional workers, whereas, for the professional, tasks are necessary , but not sufficient to carry out the broader activities. Development of skill standards and their advantages are explained based on these two models. View the document at http://vocserve.berkeley.edu/CenterFocus/cf11.html. (SR)
Ordering:	TLX-744, 5 pages
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Skill Standards Project: Industry and Education Standards for Photonics Technicians***
Series:	Skill Standards Project
Author:	Center for Occupational Research & Development (CORD)
Editors:	Hull, D.
Date of Publication:	1995
Publishers:	Waco, Texas: Center for Occupational Research & Development
Description:	This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of Photonics Technicians. Standards were released in March,1995, and have already been translated into knowledge components. Next steps include development of curriculum to support standards attainment, identifying certification issues and options, and building an infrastructure for on-going maintenance. Full text is available in both forms, hard copy from the Center for Occupational Research and Development, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html (SR)
Address:	Center for Occupational Research & Development, 601 Lake Air Drive, Waco, TX 76710 (817) 772-8756, fax: (817) 772-8972

Title: ***Skill Standards Project: Laborers-AGC Industry Standards Program***
Series: Skill Standards Project
Author: Laborers-AGC Education and Training Fund
Editors: Tippie, J.
Date of Publication: 1995
Publishers: Pomfret Center, Connecticut: Laborers-AGC Education and Training Fund
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of Heavy Highway Construction and Environmental Remediation. An in-depth occupational analysis has been performed and a task list developed for each job area. Future plans include a correlation of the tasks from the multiple occupational areas to identify cross-functional skills throughout the industry. Final standards are available. Full text is available in both forms, hard copy from the Laborers-AGC Education and Training Fund, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)
Address: Laborers-AGC Education and Training Fund, 37 Deerfield Road, P. O. Box 37, Pomfret Center, CT 06259 (203) 974-0800, fax: (203) 974-1459

Title: ***Skill Standards Project: Profiles of the National Industry Skills Standards Projects***
Series: MDS-881
Editors: Rahn, M. L. (Comp.)
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This report consists of a profile of each of the twenty-two National Industry Skills Standards projects, based on their response to the following questions: What is the definition of industry for your project? What criteria did you use to define the boundaries of your industry? What approach are you using to organize your industry to set a standard? What definition of a standard are you using for your project? Please give an example of a standard for your project, and How will performance against the standards be assessed (i.e., assessment instruments, certification systems)? This compilation contains useful information not only for the twenty-two projects, but also for administrators creating industry skills standards at the state level. These profiles represent only a snapshot of works in progress; however, they will be useful in invoking discussion about how these efforts will impact secondary and postsecondary curriculum and instruction. See also http://vocserve.berkeley.edu/skillstand.html. (SR)
Ordering: TLX-349, MDS-881, Technical Assistance Report, $3.25
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Skill Standards Project: Skill Standards for Advanced High Performance Manufacturing Jobs***
Series: Skill Standards Project
Author: Foundation for Industrial Modernization
Editors: Shroll, C. J.
Date of Publication: 1995
Publishers: Washington, DC: Foundation for Industrial Modernization
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and

	Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of Advanced High Performance Manufacturing. The identification of the conditions and criteria for each of the skills has begun, as has the development of an assessment and documentation system. Full text is available in both forms, hard copy from the Foundation for Industrial Modernization, and an electronic copy from http://vocserve.berkeley.edu/skillstand. (SR)
Address:	Foundation for Industrial Modernization, 1331 Pennsylvania Ave., NW, Suite 1410 North Washington, DC 20004 (202) 662-8968, fax: (202) 637-3182

Title:	***Skill Standards Project: Skill Standards for Agriscience/Biotechnology***
Series:	Skill Standards Project
Author:	National FFA Foundation
Editors:	Moss, J. (Project Director)
Date of Publication:	April, 1995
Publishers:	Alexandria, Virginia: National FFA Foundation
Description:	This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of Agricultural Biotechnology. The current phase of the project focuses on the production of instructional and informational materials to assist teachers and educators in implementing the standards. These materials will include an implementation guide, a sample curriculum, educational resources, audio/visual and print information on the industry, and career information. Full text is available in both forms, hard copy from the National FFA Foundation, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)
Address:	National FFA Foundation, 5632 Mt. Vernon Hwy, P. O. Box 15160, Alexandria VA 22309-0160 (309) 862-3838

Title:	***Skill Standards Project: Skill Standards for Computer Aided Drafting and Design (CADD)***
Series:	Skill Standards Project
Author:	Foundation for Industrial Modernization (FIM)
Editors:	Morrison, J.
Date of Publication:	April, 1995
Publishers:	Washington, DC: Foundation for Industrial Modernization (FIM)
Description:	This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of Computer Aided Drafting and Design (CADD). The CADD standards were published in the Spring of 1994. The project focus is on the development of a knowledge and skills assessment. A draft of the examination is available. Full text is available in both forms, hard copy from the Foundation for Industrial Modernization, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)
Address:	Foundation for Industrial Modernization,1331 Pennsylvania Avenue, NW, Suite 1410, North Tower, Washington, DC 20004-1703 (202) 662-8905

Title: ***Skill Standards Project: Skill Standards for Entry Level Welders***
Series: Skill Standards Project
Author: American Welding Association
Editors: Wall, N.
Date of Publication: 1995
Publishers: Miami, Florida: American Welding Association
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of welding. The standards, a training guide, and a video for entry level welders have been available since the first week of April, 1995. The project will be complete with the dissemination of this information. Full text is available in both forms, hard copy from the American Welding Association, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html (SR)
Address: American Welding Association, 550 NW LeJeune Road, Miami, FL 33126 (305) 443-9353, fax: (305) 443-7559

Title: ***Skill Standards Project: Skill Standards for Health Science and Technology***
Series: Skill Standards Project
Author: Far West Lab for Educational Research and Development
Editors: Sri Ananda
Date of Publication: 1995
Publishers: San Francisco, California: Far West Lab for Educational Research and Development
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of health care core and four occupational clusters: therapeutic, diagnostic, information services, and environmental services. Standards have been issued and an implementation study is being conducted at 12 different sites. Each site is testing a specific application of the standards. Applications include curriculum development at the secondary and postsecondary levels, employee in-service training and professional development activities, and the creation of job competencies for a variety of purposes. Full text is available in both forms, hard copy from the Far West Lab for Educational Research and Development, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html or http://www.fwl.org/nhcssp/health.htm (SR)
Address: Far West Lab for Educational Research and Development, 730 Harrison Street, San Francisco, CA 94107-1242 (415) 241-2712

Title: ***Skill Standards Project: Skill Standards for Supermarket Careers***
Series: Skill Standards Project
Author: Grocers Research and Education Foundation
Editors: Williams, J.
Date of Publication: 1995
Publishers: Reston, Virginia: Grocers Research and Education Foundation
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for

various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the grocery industry. Full text is available in both forms, hard copy from the Grocers Research and Education Foundation, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)

Address: 1825 Samuel Morse Drive, Reston, VA 22090, (703) 437-5300, fax: (703) 437-7768

Title: ***Skill Standards Project: Skill Standards for the Air Conditioning, Refrigeration, and Power Industries***
Series: Skill Standards Project
Author: Southern Association of Colleges and Schools- VTECS (Vocational- Technical Education Consortium of States)
Editors: Harville, V.
Date of Publication: 1995
Publishers: Decatur, Georgia: Southern Association of Colleges and Schools
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of air-conditioning, heating, and refrigeration. Current efforts focus on the development of assessment items for each of the tasks. Future plans include the development and field testing of a prototype certification process. Full text is available in both forms, hard copy from the Southern Association of Colleges and Schools, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)
Address: Southern Association of Colleges and Schools - VTECS, 1866 Southern Lane, Decatur, GA 30033-4097 (800) 248-7701, (404) 679-4500

Title: ***Skill Standards Project: Skill Standards for the Automotive, Autobody and Truck Technician Industry***
Series: Skill Standards Project
Author: National Automotive Technicians Education Foundation (NATEF)
Editors: Lundquist, P.
Date of Publication: 1995
Publishers: Herndon, Virginia: National Automotive Technicians Education Foundation
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of automobile, autobody, and medium/heavy truck technicians. National committees representing the industry were convened to review and update Automotive Service Excellence (ASE) program standards, task lists, tools and equipment lists, program hour requirements, and instructor qualifications for each area. Full text of ASE certification is available in both forms, hard copy from the National Automotive Technicians Education Foundation, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)
Address: National Automotive Technicians Education Foundation,13505 Dulles Technology Drive, Herndon, VA 22071-3415, (703) 793-0100

Title: ***Skill Standards Project: Skill Standards for the Bioscience Industry***
Series: Skill Standards Project

Author: Education Development Center
Editors: Leff, J.
Date of Publication: 1995
Publishers: Newton, Massachusetts: Education Development Center
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of bioscience technical specialists. Each standard is centered on a real-life work scenario, which includes a problem, or breakdown to be solved. An education and training directory was published in May, 1995. A resource book of recommendations for program and system development is also available. Full text is available in both forms, hard copy from the Education Development Center, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)
Address: Education Development Center, 55 Chapel Street, Newton, MA 02158 (617) 969-7100, ext. 2373

Title: ***Skill Standards Project: Skill Standards for the Chemical Process Industries***
Series: Skill Standards Project
Author: American Chemical Society
Editors: Chapman, K.
Date of Publication: 1995
Publishers: Washington, DC: American Chemical Society
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of Chemical Process Industries (CPI). Phase I of the project concluded with the publication of the standards in January, 1995. Phase II will include, among other activities, expanding the standards to benefit educators and establishing teacher qualifications and continuing education requirements. Full text is available in both forms, hard copy from the American Chemical Society, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)
Address: American Chemical Society, 1155 16th St., NW, Washington, DC 20016 (202) 872-8734 fax: (202) 872-8068

Title: ***Skill Standards Project: Skill Standards for the Electronics Industry***
Series: Skill Standards Project
Author: American Electronics Association (AEA)
Editors: Tyler, C. F.
Date of Publication: 1995
Publishers: Santa Clara, California: American Electronics Association
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of electronics industry. Standards were issued in February 1994 for the original three occupational areas, Manufacturing Specialist, Pre/post Sales Analyst, and Administrative/Information Support Personnel. These standards have been fully validated across the entire industry. Work is underway to develop standards for

Manufacturing Specialist Team Leader, a newly identified occupation, and to release the underlying knowledge and skills necessary to achieve the standards. Skill standards are being implemented at industry and education beta test sites, and an assessment system for skill standards in the workplace is being developed. To order the American Electronics Association (AEA) handbook, Setting the Standard, on skill standards, contact: AEA Customer Service Center, 1-800-284-4232. Full text is available in both forms, hard copy from the American Electronics Association, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)

Address: 5201 Great America Parkway., Box 54990, Santa Clara, CA 95056 (408) 987-4289 fax: (408) 970-8565

Title: ***Skill Standards Project: Skill Standards for the Electronics Industry***
Series: Skill Standards Project
Author: Electronic Industries Foundation
Editors: Kaplan, I.
Date of Publication: 1995
Publishers: Washington, DC: Electronic Industries Foundation
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of electronics. The industry covered by this project includes general electronics, avionics, business machine service, consumer products, biomedicine, microcomputer systems, industrial electronics, instrumentation, telecommunications, and automotive service. Standards were published in June,1994, and the development of detailed measurement criteria is also available. Considerable efforts also are being directed at the development of a certification process. Full text is available in both forms, hard copy from the Electronic Industries Foundation, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)
Ordering: TLX-274, hardcopy ($20.00), disk ($5.00)
Address: Electronic Industries Foundation, 919 18th Street, Suite 900, Washington, DC 20006 (202) 955-5810

Title: ***Skill Standards Project: Skill Standards for the Hospitality and Tourism Industry***
Series: Skill Standards Project
Author: Council on Hotel, Restaurant, and Institutional Education (CHRIE)
Editors: Adair, D.
Date of Publication: 1995
Publishers: Washington, DC: Council on Hotel, Restaurant, and Institutional Education
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the hospitality and tourism industry. Standards were issued in April, 1995. Efforts are now focused on establishing a framework for governance of a permanent structure to support its work, credentialing, and assessment. Full text is available in both forms, hard copy from the Council on Hotel, Restaurant, and Institutional Education and an electronic copy from http://vocserve.berkeley.edu/skillstand.html (SR)
Address: Council on Hotel, Restaurant, and Institutional Education,1200 17th St., N.W. Seventh Floor, Washington, DC 20036-3097 (202) 331-5990, fax: (202) 785-2511

Title:	***Skill Standards Project: Skill Standards for the Human Services Industry: Beginning and Mid-Level Direct Care Staff***
Series:	Skill Standards Project
Author:	Human Services Research Institute
Editors:	Taylor, M.
Date of Publication:	1995
Publishers:	Cambridge, Massachusetts: Human Services Research Institute
Description:	This is one of the twenty- two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of entry level human service occupations. The coalition has now completed draft standards and is in the midst of its validation process. Four demonstration sites have been identified to test the implementation of the standards in education and work-based settings. Full text is available in both forms, hard copy from the Human Services Research Institute, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)
Address:	Human Services Research Institute, 2335 Massachusetts Avenue, Cambridge, MA 02140 (617) 876-0426

Title:	***Skill Standards Project: Skill Standards for the Printing Industry***
Series:	Skill Standards Project
Author:	Graphic Arts Technical Foundation (GATF)
Editors:	Sumich, J.
Date of Publication:	1995
Publishers:	Pittsburgh, Pennsylvania: Graphic Arts Technical Foundation
Description:	This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of printing. National validation of press skill standards has been completed and validation of the prepress and imaging standards began in March,1995. Work is continuing on the development of standards for the Binding/ Finishing/Distributing cluster. Next steps include developing prototype assessment measures for the press standards and planning for an organization that would carry out maintenance and dissemination of standards, certification of workers, and accreditation of training programs. Full text is available in both forms, hard copy from the Graphic Arts Technical Foundation, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html (SR)
Address:	Graphic Arts Technical Foundation, 4615 Forbes Avenue, Pittsburgh, PA 15213-3796 (412) 621-6941

Title:	***Skill Standards Project: Skill Standards for the Retail Industry***
Series:	Skill Standards Project
Author:	National Retail Federation (NRF)
Editors:	Hall, R.
Date of Publication:	1995
Publishers:	Washington, DC: National Retail Foundation
Description:	This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for

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various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the retail industry. A standards framework was released in November,1994, and work has begun to integrate standards with state school-to-work initiatives. Research is underway to determine how best to use and promote standards throughout the retail community, including using them as a basis for training and certification. In addition, the project managers are working closely with two other pilot groups to develop common standards for customer service across their industries. Full text is available in both forms, hard copy from the National Retail Foundation and an electronic copy from http://vocserve.berkeley.edu/skillstand.html (SR)

Address: National Retail Federation, 710 Pennsylvania Ave., NW, Suite 710, Washington, DC 10001 (202) 783-7971, fax: (202) 737-2849

Title: ***Skill Standards Project: Skill Standards in the Electrical Contracting Industry***

Series: Skill Standards Project

Author: National Electrical Contractors Association (NECA)

Editors: Kelly, C.

Date of Publication: 1995

Publishers: Bethesda, Maryland: National Electrical Contractors Association (NECA)

Description: This is one of the twenty two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of Electrical Construction including Electrical Construction Worker, Electrical Line Construction Worker, and Electrical Residential Construction Worker. A national job analysis study was completed and is serving as the basis for the draft standards. Final standards is now available. Full text is available in both forms, hard copy from the National Electrical Contractors Association, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)

Address: National Electrical Contractors Association, 3 Bethesda Metro Center, Suite 1100, Bethesda, MD 20814-5372 (301) 657-3110 fax: (301) 215-4500

Title: ***Skill Standards Project: Skill Standards in the Industrial Laundry Industry***

Series: Skill Standards Project

Author: Uniform and Textile Service Association

Editors: Northey, G.

Date of Publication: 1995

Publishers: Washington, DC: Uniform and Textile Service Association

Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the area of industrial laundry, production workers, and maintenance technicians. In addition to defining standards, the project includes development of a two-level certification process, structured on-the-job training, and a pre-employment selection guide. Standards for both occupations were published in February,1995. Certification processes have been developed and are currently being pilot tested. Six program documents supporting the certification programs and 11 learning resource modules are being developed. Full text is available in both forms, hard copy from the Uniform and Textile Service

Association, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html (SR)

Address: Uniform and Textile Service Association, 1730 M St., N.W., St 610, Washington, DC 20036 (202) 938-5057, fax: (202) 242-3830

Title: ***Skill Standards Project: Skill Standards in the Metalworking Industry***
Series: Skill Standards Project
Author: National Tooling and Machining Association (NTMA)
Editors: Ruxton, W.
Date of Publication: 1995
Publishers: Fort Washington, Maryland: National Tooling and Machining Association
Description: This is one of the twenty-two pilot projects funded by the departments of Labor and Education through a public-private partnership to develop voluntary skill standards for various industries. Full information on the projects can be obtained from the Training Technology Resource Center (TTRC). This particular document is for the metalworking industry. The project is utilizing a two-pronged approach. One is industry-led, using technical work groups to set standards, curriculum and training guidelines, and an assessment system. The other is a state-led effort to implement the standards into education and workforce development programs and quality assurance systems, and establish an integrated credentialing system. Standards have been published for the Machining Skills cluster and work is in progress for the development of standards in the other areas. Assessment instruments were also developed. A pilot implementation program is being conducted with standards being used to guide the training of new workers and for upgrading the skills of incumbent workers. Full text is available in both forms, hard copy from the National Tooling and Machining Association, and an electronic copy from http://vocserve.berkeley.edu/skillstand.html. (SR)

Address: National Tooling and Machining Association, 9300 Livingston Rd., Fort Washington, MD 20744 (301) 248-6200, fax: (301) 248-7104

Title: ***Small Business in School-to-Work Partnerships***
Edition: STW News, July/August, 1996
Date of Publication: August, 1996
Publishers: Prescott, Arizona: Paradigm Marketing Group, Inc.
Description: This newsletter article provides a discussion on the involvement of small business in school-to-work partnerships. Included in this article are: brief background information about the topic, strategies to involve the small business in school-to-work programs, effective practices, publications and organizations. Some of the strategies suggested were: personal network; financial incentives (give tax credit for wages paid to school-to-work participants); use of employment specialists; and use of intermediary organizations - national, state, local organizations with links to employers, which can be called upon to facilitate the development of school-to-work system. The effective practices provide a description of programs and contact information. (SR)
Ordering: TLX-837, 2 pages
Address: Paradigm Marketing Group, Inc., 450-A, Overland Trail, Prescott, Arizona 86303-5880 (520) 445-2875

Title: ***Smart Jobs Fund: Biennial Report 1994-1995***
Author: Texas Department of Commerce
Editors: Hall, R. M., Dennis, D. M., Segura, P. A., & Goetz, T. C.

Date of Publication: July, 1995
Publishers: Austin, Texas: Texas Department of Commerce
Description: This biennial report and related informational materials describe the Smart Jobs Fund, a project initiated in 1993 by Texas' 73rd Legislature, to support the expansion and relocation of businesses in the state while using an employer-driven approach. It provides direct grants to businesses to train or retrain their workers in skills needed in manufacturing and in emerging and in-demand occupations. Employers determine what training their employees require, but certain legislatively mandated requirements must be met: salary levels, an employer match, and worker retention of at least three months following completion of the training. Fifty percent of Smart Jobs funds are targeted to small businesses; 20 percent are targeted to minority businesses. Businesses in rural areas and in enterprise zones receive special priority. Consortia with two or more employers applying together under a common training plan will also receive priority. The report includes maps indicating numbers of applications and amounts of awards made by geographical area in the program's pilot period, along with other statistical information describing the program's initial success. A list of employer participants and several case studies of selected businesses are given. Application information and instructions are included in the package, along with the legislation establishing the fund and a regional wage table. For additional information, call 512/936-0190. For an application packet, call 1-800-888-0511. See also the Texas Department of Commerce web site at http://www.tdoc.state.tx.us. (JA)
Ordering: TLX-258, 23 pages
Address: Texas Department of Commerce, Smart Jobs Fund, P. O. Box 12728, Austin, TX 78711, (512) 936-0190, TDD: (512) 936-0555, Relay Texas (800) 735-2988, 1 (800) 888-0511

Title: *Socrates Tutorials*
Author: Texas State Occupational Information Coordinating Committee (SOICC)
Date of Publication: December, 1994
Publishers: Austin, Texas: Texas SOICC
Description: This manual describes the SOCRATES Regional Planning System that incorporates a standardized methodology for analyzing regional labor market characteristics. It integrates several SOCRATES modules in a step-by-step approach that helps the user 1) develop a list of target industries for a particular region, 2) determine the occupations providing the most employment opportunities within the targeted industries, 3) determine the skills and training requirements for the targeted occupations, and 4) assess the availability of training programs to meet those needs. There are seven sections: 1) planning system; 2) industry module; 3) occupational module; 4) schools module; 5) employers module; 6) gem module; and 7) tools module. The appendix has a list of the operating functions. (RR)
Ordering: TLX-708, 47 pages
Address: Texas SOICC, Travis Building, 3520 Executive Center Drive, Suite 205, Austin, TX 78731 (800) 822-7526

Title: *State-Wide Implementation of the Alternative Fuels Curriculum: Final Report, 1992*
Author: Amarillo College
Date of Publication: 1992
Publishers: Amarillo, Texas: Division of Automotive Technology, Amarillo College
Description: This is the final report of a grant to develop and implement a competency based curriculum in alternative fuels. The report describes the project goals and objectives,

	introduction, and background information on the alternative fuels industry's legal and industrial infrastructure. Also included in this report are: rules and regulations examination, regional survey form, and information on proposed site visits. (Perkins grant no.: 22110005) (SR)
Ordering:	TLX-29, 48 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Statewide Dropout Prevention Database: What's Happening in Florida***
Author:	Repetto, J. B., Gibbs, E. H., Perkins, D. A., Hankins, A. D., Schwartz, S. E.
Date of Publication:	1995
Publishers:	Gainesville, Florida: University of Florida
Description:	This report is part of a series of four monographs on a database developed to collect information on dropout prevention programs in Florida. This database was added to the existing Statewide Transition Databas . The two databases together provide information on current transition and dropout prevention programs to practitioners, administrators, agency personnel, parents, policy makers, and other interested personnel. The report includes the rationale for study, methodology, results and implications, and conclusions and recommendations. Related document: A Statewide Transition Database: What's happening in Florida. (RR)
Ordering:	TLX-785, 50 pages
Address:	Clearinghouse/Information Center, Bureau of Student Services and Exceptional Education, Division of Public Schools, Florida Department of Education, Florida Education Center, Suite 622, Tallahassee, Fl 32399-0400, (904) 488 1879

Title:	***Strategic plan for Texas Public Community Colleges: 1995-1999***
Author:	Texas Higher Education Coordinating Board: Division of Research, Planning and Finance
Date of Publication:	June, 1994
Publishers:	Austin, Texas: Texas Higher Education Coordinating Board
Description:	This is a report of a plan for the growth and development of community colleges in Texas. The goal of community colleges is to equip students for a rapidly changing local, state, national, and world community by providing accessible and excellent educational opportunities for the development of job skills, and/or transfer to a baccalaureate program. The objectives and measure for individual community colleges are included in the report. (RR)
Ordering:	TLX-573, 25 pages, $2.00
Address:	Texas Higher Education Coordinating Board, Office of Governmental Relations/Public Information, PO Box 12788, Austin, TX 78711-2788, (512) 483-6111

Title:	***Strategies for Implementing the National Career Development Guidelines***
Series:	ERIC Digest No. 117
Author:	Lankard, B. A.
Date of Publication:	1991
Publishers:	Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University
Description:	This ERIC digest examines the National Career Development Guidelines as they apply to elementary, middle/junior high school, high school, and postsecondary levels of education and describes strategies for implementing the guidelines at the various

	educational levels. (SR)
Ordering:	TLX-299, 2 pages, no charge
Address:	ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title:	***Strengthening Entrepreneurship in Communities: An Emerging Role in Postsecondary Education***
Series:	MDS-1032
Author:	Hernandez-Gantes, V. M., Sorensen, R. P., & Nieri, A. H.
Date of Publication:	August, 1994
Publishers:	Berkeley, California: The National Center for Research in Vocational Education (NCRVE)
Description:	This paper describes some of the preliminary results of a Center on Education and Work study that examines strategies for fostering entrepreneurship in schools through business incubators and postsecondary programs. It also includes a discussion on the implications for entrepreneurship development considering education and training opportunities in and out of business incubation and in business partnerships with postsecondary institutions. (SR)
Ordering:	TLX-630, 14 pages, $1.50, MDS-1032
Address:	NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title:	***Student Perspectives on Career-Oriented Programs: A Commentary on the Research***
Series:	MDS-1072
Author:	Hammons, F.
Publishers:	Berkeley, California: The National Center for Research in Vocational Education (NCRVE)
Description:	Evaluation of tech-prep, school-to-work, career magnet schools, and authentic learning has so far neglected students' perspectives. Their viewpoints are explored in the Journal of Vocational Education Research's Voices of Diversity issue (reprints available as MDS-1068 through 1071). Hammons uses the four articles in this issue to elucidate the aspects of career oriented programs that affect students most strongly. One of the best things about their schools, students say, is the rigorous and varied curriculum. Ohter themes identified by studnets are a strong support network for all students in and out of school, exposure to career opportunities through counseling and work-site experience, and opportunities for both higher education and work. Hammons encourages continuing research on students' perspectives, stressing the need for bigger sample sizes and careful selection methods. This article, as well as MDS-1068 through 1071, will interest everyone curious about what students think of the new vocationalism. (SR)
Ordering:	TLX-843, MDS-1072, $2.50
Address:	NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title:	***Students' Indicators of Quality in Emerging School-to-Work Programs***
Series:	MDS-1071
Author:	Phelps, L. A., Hernandez-Gantes, V., Jones, J., Sanchez, D., Nieri, A. H.

Publishers: Berkeley, California: The National Center for Research in Vocational Education (NCRVE)

Description: What do students think of the new school-to-work programs? Research has focused on program level issues like curriculum and staff development, overlooking the views of the consumers-students. The many quotations in this paper show how a career orientation in schools inspires students, as they speak enthusiastically about opportunities to connect school and work, to translate theories into practical applications. The work-based component is clearly central to a program success. Students also mention connecting learning and career development between secondary and postsecondary as a program strength. The authors remind us of the continuing challenge to engage all students. They encourage the use of teaching methods such as journals that reflect students' voices more clearly, and suggest including students on governing boards and advisory panels, so that their perspectives can influence professional development and curriculum building. (SR)

Ordering: TLX-842, MDS-1071, $3.75

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Students Investing in Success Together through Education, Responsibility, and Self-determination (SISTERS): Project Manual***

Author: North Lake College

Editors: Abatso, Y., Sullivan, L.

Date of Publication: June, 1996

Publishers: Irving, Texas: North Lake College

Description: This project manual describes the progress made in the SISTERS project to provide targeted population with a comprehensive array of services to support student retention and success. Some of the services provided are child care, loan of textbooks, referral to community resources, career guidance, informational services and workshops, transportation, financial aid, tutoring, and personal counseling. The project also offers several innovative strategies to accomplish its objectives. These strategies are: case management, professional mentoring, membership in a campus club, peer mentoring, internships and noon forums. (Perkins grant no:. 661500011) (RR)

Ordering: TLX-742, 50 pages, $4.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Study of Minority and Women Recruitment and Retention Program***

Author: Texas Higher Education Coordinating Board

Date of Publication: August, 1994

Publishers: Austin, Texas: Texas Higher Education Coordinating Board

Description: This report describes the findings of the Texas Higher Education Coordinating Board project to analyze recruitment of women and minorities and retention programs at the 35 general academic teaching institutions. The topics covered by the report are: 1) successful undergraduate recruitment programs; 2) successful undergraduate retention programs; 3) successful graduate recruitment programs for minorities and women; 4) successful recruitment of minorities and women for faculty , administrative, or other professional positions; 5) characteristics of unsuccessful recruitment and retention programs. A summary of findings and conclusions and recommendations are included. The appendices include program funding sources, survey instruments, and survey instrument addendum. (RR)

Ordering: TLX-533, 19 pages, $2.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Success Strategies for Students with Disabilities: A Handbook for Faculty Members at Austin Community College***
Editors: Howard, A.
Publishers: Austin, Texas: Austin Community College
Description: This handbook is designed to assist instructors in teaching students with disabilities at Austin Community College. The handbook describes the services the college provides to students with disabilities, the obligations and responsibilities of the student, and suggested strategies to make faculty's work easier and more effective. The topics covered by this handbook are: 1) Reasonable Accommodation; 2) ACC's Special Services Offices; 3) Interpreter Coordinator's Office; 4) The Faculty's Responsibility; 5) Commonly Asked Questions; and 6) Specific Disabilities. (RR)
Ordering: TLX-699, 10 pages
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***SUCCESS (Students Utilizing Collin County's Educational and Service Systems): A Model Cooperative Education-Based Community Service Program: Final Report, 1991***
Author: Collin County Community College
Editors: Wormald, A. B.
Date of Publication: May, 1991
Publishers: McKinney, Texas: Collin County Community College
Description: This is a final report of a model project that supports a service learning program providing vocational and technical students an opportunity to become involved in volunteer community service. The students receive career based experience, exposure to community service, and financial aid scholarships through local business. This report has brief sections on purpose, description, implementation, student/agency profiles, evaluation, and an annotated bibliography. The appendices include: program's structure and organization; job description of the coordinator; forms such as, student application form, agreement form, learning contract form, and participation agreement form; marketing materials; life and work skills curricula; operational format; statistical analyses; and student reaction papers. (Perkins grant no.: 11140003) (SR)
Ordering: TLX-50, 138 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Successful Strategies: Building a School-to-Careers System***
Author: American Vocational Association
Publishers: Alexandria, Virginia: American Vocational Association
Description: This book provides information and how-to hints on getting a school-to-careers system started in individual communities. It targets teachers, administrators, superintendents, employers, guidance counselors, and community leaders. Thirty-one educators involved in successful school-to-work programs are highlighted, outlining their achievements. Sections on both school-based and work-based learning are included. Assistance in program implementation from planning to evaluation is offered. Charts, worksheets, and forms are provided to use as models. A multipage table is included which gives activities teachers can use in all subject areas to integrate vocational and academic

activities. Five sections are included: 1) creating your own partnership; 2) developing your local plan; 3) school-based learning; 4) work-based learning; and 5) keeping your school-to-careers system going. (JA)

Ordering: TLX-265, 379 pages

Address: American Vocational Association, 1410 King Street, Alexandria, VA 22314 (800) 826-9972, fax: (703) 683-7424

Title: ***Successful Strategies with Special Populations***

Series: 1992-1993 STARLINK Faculty Development Teleconferences

Author: STARLINK and El Paso Community College

Date of Publication: December, 1992

Publishers: El Paso, Texas: STARLINK

Description: This teleconference intended for college faculty and administrators, covered strategies in use for serving various special populations on several campuses. Topics covered included: 1) women in technology, 2) students with learning and physical disabilities, 3) computer intensive basic skills instruction, 4) special populations vocational and technical programs, 5) life skills for the developmentally disabled, 6) supported education for the psychiatrically disabled, 7) students with hidden disabilities, and 8) a transitional program for the learning disabled. Presenters were Carol Lafleur, El Paso Community College; Ann Hamblin, Amarillo College; Dennise Heller, Houston Community College System; Janice Hutchins, Lamar University-Port Arthur; Thomas Hoy, San Antonio College; Vickie Geisel, Tyler Junior College; and Larry Key, Director of Federal Projects, Texas Higher Education Coordinating Board. (AP)

Ordering: TLX-611, 90 minute videotape, $20.00 (in state)

Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***System of Success for At-Risk Students: Counseling Guidebook***

Author: Austin Community College

Editors: Keeley, J.

Date of Publication: September, 1991

Publishers: Austin, Texas: Austin Community College

Description: This guide describes strategies counselors can use to identify at-risk students and increase those students' chances of success in reaching their educational goals. The guidebook includes: 1) a list of criteria to assist counselors in recognizing at-risk students, 2) a brief student information sheet to help them become aware of their students' needs, 3) strategies they may use to help the students meet their needs, 4) student-counselor agreement form and counselor follow-up system form, and 5) resource materials to assist the counselors. Related product: an instructional guidebook. (SR)

Ordering: TLX-470, 40 pages, $4.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***System of Success for At-Risk Students: Instructional Guidebook***

Author: Austin Community College

Date of Publication: September, 1991

Publishers: Austin, Texas: Austin Community College

Description: This document is a guide on how to identify and recognize at-risk students in the

classroom, or the counselor's or advisor's office. It discusses how to take action on strategies for increasing those students' chances of success in reaching their educational goals. The guidebook includes a list of criteria to assist faculty, counselors, and advisors in recognizing at-risk students; a brief Student Information Sheet that can help faculty become more aware of what their students' needs may be; ideas on strategies that faculty might use to help the students meet their needs; and referral and other forms to help make the job easier. Other useful materials like resource information, student progress analysis, letter of absences, LRS referral form, and feedback sheet are included. Related product: counseling guidebook. (RR)

Ordering: TLX-416, 50 pages, $4.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Targeting Your Labor Market: Using Labor Market Information in Planning for Texas Jobs***

Edition: 2 nd ed.

Author: Texas State Occupational Information Coordinating Committee (SOICC)

Editors: Witter, W. D.

Date of Publication: September, 1995

Publishers: Austin, Texas: Texas SOICC

Description: This monograph was created for two purposes: to serve as a curriculum aid in state agency in-service training and to serve as a reference guide for state and local employment and training program planners, economic development professionals, vocational education specialists, vocational rehabilitation counselors, and individuals interested in understanding how labor markets work. The chapters include: 1) Introduction to Labor Market Information; 2) How the Labor Market Works; 3) Labor Market Concepts; 4) Industrial and Occupational Employment: Measuring, Counting, . Classifying; 5) Industry and Occupation Structure; 6) Labor Market Analysis; 7) Labor Market Information and Applications for Business and Economic Development; 8) Labor Market Information and Applications for Career Development and Decision Making; 9) Trends in Population and the Labor Market; and 10) Trends in Education and the Labor Market. The appendices include information about trends in the labor market, an annotated bibliography, a glossary, and information about SCANS (Secretary's Commission on Achieving Necessary Skills). (JA)

Ordering: TLX-226, 143 pages

Address: Texas SOICC, Travis Building, 3520 Executive Center Drive, Suite 205, Austin, TX 78731 (800) 822-7526

Title: ***Teacher Collaboration in Secondary Schools***

Edition: CenterFocus, no. 2

Author: Inger, M.

Date of Publication: December, 1993

Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: Most of the current major educational reforms such as tech-prep and integrated education call for extensive, meaningful teacher collaboration. On the whole, however, teacher collaboration is a departure from existing norms and in most schools, teachers are colleagues in name only. This article looks at various aspects of teacher collaboration in secondary schools, such as the benefits of collaboration, barriers to generic collaboration, and specific recommendations. Some of the benefits of collaboration listed in this article are, improvements in student achievement, behavior

and attitude; it breaks the isolation of the classroom and brings career rewards and daily satisfaction; avoid end-of-the year burn-out and stimulates enthusiasm, to name but a few of them. Some of the barriers listed are: norms of privacy, barriers between academic and vocational teachers, status differences, departmental walls, physical separation, and subject affiliation and departmental organization. A list of references is also included. View the document at http://vocserve.berkeley.edu/CenterFocus/cf2.html. (SR)

Ordering: TLX-553, 8 pages, $2.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Teaching Techniques for Nursing Faculty***

Series: 1992-1993 STARLINK Faculty Development Teleconferences

Author: STARLINK and Austin Community College

Date of Publication: October, 1992

Publishers: Dallas, Texas: STARLINK

Description: This teleconference intended for nursing faculty, college faculty and administrators, covered three topics of interest to faculty: 1) competency based education, 2) developing the lesson plan & techniques to meet its objectives, and 3) test construction. Panelists included Dr. Greg Pierce, Superintendent for Pontotoc County Skill Development Center; Jo Carol Claborn of Nursing Education Consultants, Inc.; and Mary Anne Hanley, Director of Education for the Texas Board of Nurse Examiners. (AP)

Ordering: TLX-609, 90 minute videotape, $20.00 (in state)

Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Tech Prep: A Strategy for School Reform***

Author: Green, J. E., Weaver, R. A.

Editors: Phi Delta Kappa Educational Foundation

Date of Publication: 1994

Publishers: Bloomington, Indiana: Phi Delta Kappa Educational Foundation

ERIC DRS No.: ERIC Document Reproduction Service No. ED 368 896

Description: This is a report promoting tech-prep curriculum. Tech-prep curriculum is competency based and fuses secondary and postsecondary education into one articulate program. Its four instructional strategies originate from the characteristics of the modern workplace. They are: application based instruction, cooperative learning, problem solving, and learning styles. The topics covered by the report are entitled: 1) Defining tech-prep; 2) Tech-prep as reform; 3) The history of tech-prep; 4) The tech-prep curriculum; 5) Instructional strategies for tech-prep; 6) Staff development for tech-prep; 7) Partnerships with business; and 8) Where tech-prep works. These are followed by conclusions and references. (RR)

Ordering: TLX-588, 39 pages

Address: ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110 Springfield, VA 22153-2852 (800) 443-ERIC

Title: ***Tech Prep: Fulfilling its Promise?***

Series: Vocational Education Journal, p.18-23

Author: Bragg, D. D.

Date of Publication: April, 1995
Publishers: Alexandria, Virginia: American Vocational Association
Description: This article looks at tech-prep in the U.S. today. The scope of tech-prep has expanded beyond its early focus, especially in the past decade. The evolution of tech-prep consortia is discussed, and the 1993 NCRVE (National Center for Research in Vocational Education) study of tech-prep coordinators is mentioned. The survey looked at the stakeholders who are supporters of tech-prep in the local areas, and groups which are less supportive but still considered stakeholders. The student is discussed as the key stakeholder in tech-prep. At the local implementation level, the intent of the practitioners can vary, thus the target of programs can vary. Through this process change and improvements occur. Continued state and federal support for tech prep is still needed, according to studies of both NCRVE and NAVE (National Assessment of Vocational Education). Also, postsecondary institutions must offer courses which supplement what has been taught at the secondary level. Eight challenges to tech-prep are given: 1) continuing resistance to career-oriented concepts; 2) lack of clear policy; 3) waning support from students, parents and employers; 4) too little resources (money, time, people); 5) limited curriculum reform at the postsecondary level; 6) too little emphasis on teacher pre-service and in-service; 7) addition of work-based learning; and 8) lack of program evaluation and student assessment. The article concludes with a discussion of concepts needed to ensure that progress in tech-prep continues. (JA)
Ordering: TLX-95
Address: American Vocational Association, 1410 King Street, Alexandria VA 22314 (800) 826-9972, fax: (703) 683-7424

Title: ***Tech Prep Guidebook***
Author: North Texas Tech Prep Consortium
Editors: Vaughan, R., Green, P.
Date of Publication: 1996
Publishers: Wichita Falls, Texas: Vernon Regional Junior College
Description: This guide is intended to serve as a resource for tech-prep stakeholders to address their role in the tech-prep initiative. The topics covered by this guide are 1) What is tech-prep?; 2) Tech-prep statistics; 3) Counselor's role in tech-prep; 4) Tech-prep six year plans for different programs like Automotive Technology, Computer Aided Design, Electronics Technology, Health Science Technology , and Office Technology ; and 4) School-to-work. (Perkins grant no: 66170024) (RR)
Ordering: TLX-703, 36 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Tech Prep Implementation. Self-Assessment Inventory. Middle/High School Level. Postsecondary Level.***
Author: Partnership for Academic and Career Education
Date of Publication: September, 1992
Publishers: Pendleton, South Carolina: Partnership for Academic and Career Education
ERIC DRS No.: ERIC Document Reproduction Service No. ED 362 636
Description: The two self-assessment inventories are designed to be used for evaluation of tech-prep implementation at the middle & high school and postsecondary levels. The middle & high school version is intended to be completed by the district or school and the postsecondary form by the technical college. The form provides for rating the level of implementation as low, moderate, high or not applicable for each objective. (RR)
Ordering: TLX-601, 20 pages

Address: ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110 Springfield, VA 22153-2852 (800) 443-ERIC

Title: ***Tech Prep in the Postsecondary Environment***
Series: 1994-1995 Professional Development Teleconferences
Editors: STARLINK and the TECH-PREP Directors Association of Texas
Date of Publication: February, 1995
Publishers: Austin, Texas: STARLINK
Description: This teleconference was designed to help college faculty and administrators 1) understand tech-prep's role and significance in the context of national educational restructuring; 2) gain insight into the future regarding work, community and technical colleges' mission and incoming students; and 3) understand individual and institutional responsibilities in the tech-prep system. Panelists included Dr. Dale Parnell, a national tech-prep leader and author and Dr. Rosemary Gillet-Karam, a community college researcher and author. (PP)
Ordering: TLX-236 , 90 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Tech Prep Texas, Education that Works: Competency Profiles***
Author: North Texas Tech Prep Consortium
Date of Publication: 1995
Publishers: Vernon, Texas: Vernon Junior Regional College
Description: These peripheral materials are evaluation cards for the instructors to use to evaluate the progress of the students. The instructor evaluates the student by marking the appropriate number or letter to indicate the degree of competency. The rating of each task reflects the employability readiness of the student. The rating scale ranges are: mastered, requires supervision, not mastered, and no exposure. There is a separate section for on-the-job training and work experience, and for employability competencies like personal characteristics, job seeking techniques, and entrepreneurship awareness. This set contains evaluation cards for the following courses: Automotive Fundamentals; Automotive Engines; Drawing Fundamentals; Computer Aided Design ACAD-2D; Graphics Programs; Architectural Graphics; Document Processing; Administrative Support Systems; Computer Business Applications; Personal and Vocational Adjustments; Disease Control and Prevention; Geriatrics; Growth and Development; D C Circuits; A C Circuits; and Digital Fundamentals. (Perkins grant no.: 55170035) (RR)
Ordering: TLX-736, 48 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Tech Prep-Technology and Economic Development, What's In It For Me ?***
Author: Upper Rio Grande Tech Prep Consortium
Editors: Woelber, H., Blabchette, D., Marsett, R., Karels, J.
Publishers: El Paso, Texas: El Paso Community College
Description: This project report describes the accomplishments of the Government Education Network Educating Students Through Interactive Simulation Project (GENESIS). The purpose of this project was to provide an infrastructure to link urban and rural schools,

	government, business, industry, and the community to provide a conducive environment for instilling SCANS (Secretary's Commission on Achieving Necessary Skills) know-how in the children of the region. The report has sections on problems addressed, technical approach, technical barriers, advantages, technical issues summary, technical approach, project benefactors, and indicators of success. (RR)
Ordering:	TLX-665, 30 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title:	***Tech Prep/Associate Degree Concept Paper***
Author:	National Tech Prep Network
Date of Publication:	November, 1992
Publishers:	Waco, Texas: National Tech Prep Network
ERIC DRS No.:	ERIC Document Reproduction Service No. ED 351 441
Description:	This paper describes the Tech-Prep Associate Degree concept that offers an answer to the nationwide mandate to improve the U.S. educational system and thus enabling the country to remain competitive in the world market. It describes tech-prep and its necessities; benefits of tech-prep programs; characteristics of successful programs; and reasons for a successful tech-prep program. (RR)
Ordering:	TLX-594, 7 pages
Address:	ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110 Springfield, VA 22153-2852 (800) 443-ERIC

Title:	***Tech-Prep Intergenerational Curriculum Development Project: Final Report, 1995***
Series:	Tech-Prep Intergenerational Curriculum Development Project
Author:	Texas Tech University
Date of Publication:	August, 1995
Publishers:	Lubbock, Texas: Texas Tech University
ERIC DRS No.:	ERIC Document Reproduction Service No. ED 366 770
Description:	This final report describes a project to 1) develop a competency based curriculum for intergenerational professions program, and 2) conduct professional development workshops to provide training on the use of the instructional guide. The final report includes brief sections summarizing the project and giving evaluation results, conclusions, and recommendations (22 pages). The appendices include: three information packets containing information on career pathway, intergenerational professions, scope and sequence, sample teaching strategies, secondary and postsecondary competencies, articulation models (six-year plans), resources, and news releases. These competencies were identified from a task analysis survey of health care professionals, secondary and postsecondary educators, and professionals in related fields. (Perkins grant no.: 55170031) (SR)
Ordering:	TLX-64, 75 pages, $6.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Tech-Prep Intergenerational Curriculum Development Project: Final Report, 1994***
Series:	Tech-Prep Intergenerational Curriculum Development Project
Author:	Texas Tech University
Date of Publication:	August, 1994

Publishers: Lubbock, Texas: Texas Texas Tech University
Description: This final report explains the goals and methods of a project to expand the occupations/career pathways for the field of elder care. In addition to traditional elder care, the program included well-elder care occupations as well. Towards this end, program coordinators offered in-service training to educators, conducted field tests, and revised the Intergenerational Professions Competency Matrix and associated postsecondary curriculum. Attachment I is the new career matrix. Attachment II contains flyers and handouts. Attachment III is the new Intergenerational Professions Instructional Guide. This guide contains lesson plans, classroom activities, assignments, and teaching strategies for an entire program -- not just one course. Any educator considering teaching elder care will find this guide invaluable. Administrators redesigning their elder care programs should consider the findings in this report. (Perkins grant no.: 44170032) (KK)
Ordering: TLX-710
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Tech-Prep Linkages***
Series: 1992-1993 STARLINK Faculty Development Teleconferences
Author: STARLINK and Texas A&M University
Date of Publication: February, 1993
Publishers: College Station, Texas: STARLINK
Description: This teleconference intended for educators and business leaders, discussed connections essential to the success of work force development and educational restructuring. It included an overview of tech-prep and presentations of three model programs. J.R. Cummings, Executive Deputy Commissioner for Programs & Instruction of the Texas Education Agency, Dr. Kenneth Ashworth, Commissioner of Education for the Texas Higher Education Coordinating Board, and Cathy Bonner, Executive Director of the Texas Department of Commerce made presentations. Participants for the panel discussion were: Carrie Nelson, Texas Higher Education Board, Robin Roberts, Governor's Office for Educational Policy, Lee West, a Criminal Justice Tech-Prep student, and Sam Zigrossi, Manager at Skills Dynamics Corp. (AP)
Ordering: TLX-613, 90 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Tech-Prep Professional Development Consortium, Year I: Applied Methodology and Tech-Prep***
Series: Tech Prep Statewide Professional Development
Author: Texas A&M University
Editors: Texas A&M University
Date of Publication: April/May, 1993
Publishers: College Station, Texas: Texas A&M University
Description: This workshop was developed by the North Central Texas Tech-Prep Consortium for secondary level teachers, administrators, and counselors. The workshop emphasized the math, science, and communication skills needed by individuals in today's workforce. Educational curricula employing applied methodology were presented. The workshop manual sections reflect the content of workshop sessions and consist of resource materials for day one of the workshop relating to the topics: multiple entry, multiple exit program model with advanced skill certificates; profile of students considering

health-related skills; national science education standards: an enhanced sampler; relevancy in English and communications; and HCA Arlington Medical Center. Materials for day two include: biology and chemistry resource materials, communications modules, integrating mathematics, principles of technology, technology education, and evaluation forms and analysis. (Perkins grant no.: 33170005) (JA)

Ordering: TLX-48, 300 pages, $17.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Tech-Prep Professional Development Consortium, Year I: Fast Track to the Future***

Series: Tech Prep Statewide Professional Development

Author: Texas A&M University

Editors: Texas A&M University

Date of Publication: June, 1993

Publishers: College Station, Texas: Texas A&M University

Description: This workshop was developed by the Upper Rio Grande Tech-Prep Consortium and the Statewide Professional Development Consortium. It targeted secondary and postsecondary teachers in academic disciplines and vocational areas. The workshop focus was on integration and applied teaching methodologies. Participants were trained to design and deliver similar workshops in the local ISDs. The workshop manual sections reflect the content of workshop sessions and consist of resource materials relating to various topics including employability skills and SCANS (Secretary's Commission on Achieving Necessary Skills). (Perkins grant no.: 33170005) (JA)

Ordering: TLX-49

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Tech-Prep Professional Development Consortium, Year I: Linking the Classroom to the Workplace***

Series: Tech Prep Statewide Professional Development

Author: Texas A&M University

Editors: Texas A&M University

Date of Publication: April, 1993

Publishers: Tyler, Texas: Texas A&M University

Description: This workshop was the combined effort of three consortia: Deep East Texas, East Texas, and Northeast Texas which targeted tech-prep teachers in both the academic disciplines and vocational areas (both secondary and postsecondary). The overall purpose was exploration of the relationship between the classroom and the world of work. Tours of business and industry sites in the Tyler area were included in the workshop agenda. The workshop manual sections reflect the content of workshop sessions and consist of resource materials relating to the topics: alternative teaching methods and change, employability skills and quality workforce planning, collaborative teaching and learning, alternative methods for teaching communications, alternative methods for teaching mathematics, alternative methods for teaching science, identifying barriers to the implementation of tech-prep, and evaluation forms and analysis. (Perkins grant no.: 33170005) (JA)

Ordering: TLX-47, 100 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Tech-Prep Professional Development Consortium, Year II: An Active, Integrated High Schools that Work Strategy, Austin, Texas, May 1-2, 1994***
Series:	Tech Prep Statewide Professional Development, Year II
Author:	Texas A&M University
Date of Publication:	May, 1994
Publishers:	College Station, Texas: Texas A&M University
Description:	This report is an evaluation of the Southern Regional Education Board (SREB) conference held to discuss the success of the SREB tech-prep plan. The report includes an executive summary followed by results of surveys conducted, minutes of the meetings, brochures and other promotional materials, evaluation, and participant list. Related products: five other workshop workbooks. (Perkins grant no.: 44170001) (RR)
Ordering:	TLX-379, 25 pages, $2.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title:	***Tech-Prep Professional Development Consortium, Year II: An Active, Integrated Tech - Prep & School-to-Work Conference, Plano, Texas, April 14 - 15, 1994***
Series:	Tech Prep Statewide Professional Development, Year II
Author:	Texas A&M University
Date of Publication:	April, 1994
Publishers:	College Station, Texas: Texas A&M University
Description:	This report is an evaluation of a conference held to provide a tech-prep model to the participants with practical, hands-on applications for them to take back and implement in their organizations. The report includes an executive summary from all the participating schools, survey results and other statistics, promotional materials relating to various programs, workshop evaluation, and participant list. Related products: five other workshop workbooks. (Perkins grant no.: 44170001) (RR)
Ordering:	TLX-383, 50 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title:	***Tech-Prep Professional Development Consortium, Year II: Linking the Classroom to the Workplace II, Woodville, Texas, November 23, 1993***
Series:	Tech Prep Statewide Professional Development, Year II
Author:	Texas A&M University
Date of Publication:	November, 1993
Publishers:	College Station, Texas: Texas A&M University
Description:	This report is an evaluation of a workshop held to train teachers, administrators, and counselors and give them the information they need to incorporate the tech-prep concept into their organizations. The report includes an executive summary, survey results and other statistics, promotional materials relating to various programs, workshop evaluation, and participant list. Related products: five other workshop workbooks. (Perkins grant no.: 44170001) (RR)
Ordering:	TLX-380, 75 pages, $6.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W,

Austin, TX 78736, (512) 223 8402

Title: ***Tech-Prep Professional Development Consortium, Year II: School-to-Work Transition: Region 3, Lubbock, Texas, April 20, 1994***
Series: Tech Prep Statewide Professional Development, Year II
Author: Texas A&M University
Date of Publication: April, 1994
Publishers: College Station, Texas: Texas A&M University
Description: This report is an evaluation of the workshop held to provide practical approaches to the implementation of school-to-work concepts in educational settings. The goal was to prepare participants in specific school-to-work areas and give them the information needed to integrate the tech-prep concept of workplace transition into their organizations. The report includes an executive summary, survey results and other statistics, promotional materials relating to various programs, workshop evaluation, and participant list. Related products: five other workshop workbooks. (Perkins grant no.: 44170001) (RR)
Ordering: TLX-381, 50 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Tech-Prep Professional Development Consortium, Year II: School-to-Work Transition: Region 8, Houston, Texas, May 10, 1994***
Series: Tech Prep Statewide Professional Development, Year II
Author: Texas A&M University
Date of Publication: April, 1994
Publishers: College Station, Texas: Texas A&M University
Description: This report is an evaluation of the workshop held to provide practical approaches to the implementation of school-to-work concepts for teachers, counselors, and administrators. Participants were trained in the specific school-to-work areas they choose and given the information needed to implement the tech-prep concept of workplace transition in their organizations. The report includes an executive summary, survey results and other statistics, promotional materials relating to various programs, workshop evaluation, and participant list. Related products: five other workshop workbooks. (Perkins grant no.: 44170001) (RR)
Ordering: TLX-384, 75 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Tech-Prep Professional Development Consortium, Year II: TAAS Survival Skills, Mt. Pleasant, Texas, April 28, 1994***
Series: Tech Prep Statewide Professional Development, Year II
Author: Texas A&M University
Date of Publication: April, 1994
Publishers: College Station, Texas: Texas A&M University
Description: This report is an evaluation of the workshop held to provide teachers, counselors, and administrators with practical approaches to integrate Tech-Prep concepts in order to improve TAAS skills and scores in the areas of applied and integrated science, mathematics, and communications. The report includes an executive summary from all the participating schools, survey results and other statistics, promotional materials relating to various programs, workshop evaluation, and participant list. Related

products: five other workshop workbooks. (Perkins grant no.: 44170001) (RR)

Ordering: TLX-382, 75 pages, $6.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Tech-Prep Professional Development Consortium, Year III: Designing Effective Tech Prep Programs Workbook, Waco Texas, March 22, 1995***

Series: Tech Prep Statewide Professional Development, Year III

Author: Texas A&M University

Editors: Clark, D. L. & Matott, G. F.

Date of Publication: June, 1995

Publishers: College Station, Texas: Texas A&M University

Description: This workbook was developed for the third of six workshops conducted by the Tech Prep Statewide Professional Development Consortium and Heart of Texas Tech Prep Consortium. This workshop provided the atmosphere and time needed for participants to brainstorm, design, and plan implementation strategies for the tech- prep programs in their area schools. The purpose was to encourage and facilitate active communication necessary to design effective tech prep programs. Participants (secondary and postsecondary teachers, counselors, and administrators from various schools and content areas) took part in eight sessions on different topics relevant to their schools. The eight sessions offered were health occupations, child and family development, criminal justice, welding, drafting, diesel mechanics, office administration, and computer information systems. In most of these areas six- year plans and articulation agreements were drafted and follow up sessions were scheduled. This workbook includes an executive summary, program agenda, evaluation, handouts from the eight sessions, and proposed curriculum. Related products: a final report and five other workshop workbooks. (Perkins grant no.: 55170028) (SR)

Ordering: TLX-254, 105 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Tech-Prep Professional Development Consortium, Year III: Lower Rio Grande Tech Prep Spring Conference Workbook, Harlingen Texas, April 25 – 26, 1995***

Series: Tech Prep Statewide Professional Development, Year III

Author: Texas A&M University

Editors: Clark, D. L. & Matott, G. F.

Date of Publication: June, 1995

Publishers: College Station, Texas: Texas A&M University

Description: This workbook was developed for the fifth of six workshops conducted by the Tech Prep Statewide Professional Development Consortium and Lower Rio Grande Valley Tech Prep Consortium. This was a two-day conference for secondary and postsecondary teachers, counselors, administrators, and business and industry representatives. Business and industry panelists addressed what they look for in new employees, difficulties they encounter in finding qualified employees, and what they will do to assist in school-to-work transition. A presentation on infusion of SCANS (Secretary's Commission on Achieving Necessary Skills) competencies into the curriculum was given, followed by site visits to see how the skills identified were used on the job. Concurrent sessions on best practices in various tech-prep and support areas were presented. Some of the topics dealt with were block

scheduling/teaming, applied communications, allied health/ nursing, law enforcement, applied mathematics and science, and career pathways. This workbook contains an executive summary, conference agenda, conference evaluation, and workshop materials. Related products: a final report and five other workbooks. (Perkins grant no.: 55170028) (SR)

Ordering: TLX-256, 160 pages, $12.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Tech-Prep Professional Development Consortium, Year III: Second Texas SREB Conference: Best Practices Workbook, Austin Texas, January 19–20, 1995***
Series: Tech Prep Statewide Professional Development, Year III
Author: Texas A&M University
Editors: Clark, D. L. & Matott, G. F.
Date of Publication: June, 1995
Publishers: College Station, Texas: Texas A&M University
Description: This workbook was developed for the second of the six workshops conducted by the Tech Prep Statewide Professional Development Consortium. The goals of this workshop were: 1) to introduce best practices of educational restructuring at the 12 pilot sites; 2) to acquaint participants with business and industry and postsecondary needs; and 3) to relay to participants how and what to do to prepare for an SREB (Southern Region Educational Board) site visit. Twelve sessions on best practices were presented. Some of the topics dealt with were: comprehensive guidance, block scheduling, integration of academic and technical education, and career pathways. Also included in the workbook are an executive summary, program agenda, materials from the presentations, and evaluation. Related products: final report and five other workshop workbooks. (Perkins grant no.: 55170028) (SR)
Ordering: TLX-253, 185 pages, $12.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Tech-Prep Professional Development Consortium, Year III: South Plains Tech Prep Spring Conference Workbook, Lubbock Texas, June 1 -2 1995***
Series: Tech Prep Statewide Professional Development, Year III
Author: Texas A&M University
Editors: Clark, D. L. & Matott, G. F.
Date of Publication: June, 1995
Publishers: College Station, Texas: Texas A&M University
Description: This workbook was developed for the sixth of six workshops conducted by the Tech Prep Statewide Professional Development Consortium and South Plains Tech Prep Consortium. Workshop participants included secondary and postsecondary teachers, counselors, administrators, and business and industry representatives. Business and industry panelists addressed what they look for in new employees, the difficulties they encounter in finding qualified employees, and what they will do to assist in school-to-work transition. A presentation on infusion of SCANS (Secretary's Commission on Achieving Necessary Skills) competencies into the curriculum was given. Concurrent sessions on best practices in several areas were then presented including applied science, mathematics, communications, career pathways, law enforcement. A hands-on interactive session on teamwork was held for all participants. This workbook contains

	the executive summary, program agenda, workshop evaluation, and presentation materials. Related products: a final report and five other workshop workbooks. (Perkins grant no.: 55170028) (SR)
Ordering:	TLX-257, 300 pages, $17.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title:	***Tech-Prep Professional Development Consortium, Year III: Tech Prep Statewide Professional Development, Year III: Final Report for Program Year, July 1994 – June 1995***
Series:	Tech Prep Statewide Professional Development, Year III
Author:	Texas A&M University
Editors:	Clark, D. L. & Matott, G. F.
Date of Publication:	June, 1995
Publishers:	College Station, Texas: Texas A&M University
Description:	This final report describes the Tech Prep Statewide Professional Development project. This consortium was established in July 1992 as a multiyear project to conduct professional development activities related to the implementation of tech- prep in Texas. The project was designed to supplement professional development activities done within each of the local tech-prep consortia in the state, and to assist in the full implementation of the tech-prep initiative. This final report describes some of the project objectives, such as assessment of needs (which identifies critical issues in tech-prep to be addressed by professional development activities); professional development workshops; building capacity through teacher education (teacher educators participated in the workshops and thus heightened their awareness of the concepts being presented); electronic communications; and speakers bureau/ resource database (a database of speakers having presented at national professional associations). Six workshops were conducted based on the results of the needs analysis, and the emphases on these workshops dealt with school-to-work transition, improving achievement scores, using tech-prep concepts, career guidance/ counseling , cooperative learning, special populations and other tech-prep concepts. Appendices include a database of speakers, needs analysis and instruments, executive summaries and agendas of these six workshops, technology enriched professional development brochure and course descriptions and evaluations; and workshop evaluations. Related products: six workbooks. (Perkins grant no.: 55170028) (SR)
Ordering:	TLX-251, 140 pages , $10.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title:	***Tech-Prep Professional Development Consortium, Year III: Tech Prep in Texas: Best Practices Workbook, Laredo Texas, December 1–2, 1994***
Series:	Tech Prep Statewide Professional Development, Year III
Author:	Texas A&M University
Editors:	Clark, D. L. & Matott, G. F.
Date of Publication:	June, 1995
Publishers:	College Station, Texas: Texas A&M University
Description:	This workbook was developed for one of the six workshops conducted by the Tech Prep Statewide Professional Development Consortium. The workshop focused on providing participants (administrators, teachers, counselors, and business and industry representatives) with information to help them better prepare their students for the

challenges of the workforce of the future. In order to fulfill this purpose, the workshop was organized into several parts: a business and industry panel consisting of representatives from the Laredo area; business and industry tours of Packard Electric, The Miles Group, and Laredo Mercy Regional Center; SCANS (Secretary's Commission on Achieving Necessary Skills) competency infusion into the curriculum; and concurrent sessions that presented best practices and concepts from specific career areas such as, health, agriculture, child development, law enforcement, and others. The workbook's organizational scheme follows that of the workshop. A brief executive summary and program agenda are included. Infusion of SCANS competencies into the curriculum is described in detail. Workshop materials from the concurrent sessions are also included in this workbook. Related products: a final report and five other workshop workbooks. (Perkins grant no.: 55170028) (SR)

Ordering: TLX-252, 230 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Tech-Prep Professional Development Consortium, Year III: The Role of the Community College in Workforce and Economic Development Workbook, Arlington Texas, April 21, 1995***

Series: Tech Prep Statewide Professional Development, Year III

Author: Texas A&M University

Editors: Clark, D. L. & Matott, G. F.

Date of Publication: June, 1995

Publishers: College Station, Texas: Texas A&M University

Description: This workbook was developed for the fourth of six workshops conducted by the Tech Prep Statewide Professional Development Consortium and North Central Texas Tech Prep Consortium (NCTTPC). This conference focused on disseminating information and developing solutions for problems facing colleges and businesses regarding the future workforce. Participants included representatives from local universities, counselors, registrars, deans of instruction, instructors, college administrators, and business and industry personnel. Twelve concurrent sessions were held on topics such as incorporating SCANS (Secretary's Commission on Achieving Necessary Skills) competencies, integrating academic and technical courses, integrating work site experiences, philosophy of tech-prep for counseling and recruitment, secondary and postsecondary articulation transition process, and how to best support training for the future workforce. This workbook contains an executive summary, program agenda, workshop evaluation, and workshop materials. Related products: a final report and five other workshop workbooks. (Perkins grant no.: 55170028) (SR)

Ordering: TLX-255, 250 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Tech-Prep Texas, Education That Works: Status Report***

Author: Tech Prep/ School-to-Work Initiative Management Project

Editors: Brown, C. H.

Date of Publication: April, 1996

Publishers: Beaumont, Texas: Tech Prep/ School-to-Work Initiative Management Project

Description: The purpose of this status report is to show the progress and impact of the development of 25 regional tech-prep consortia within the Governor's 24 planning regions, and to emphasize the importance of maintaining this grass-roots effort. The report is in five sections: 1) background information; 2) state profile, the impact of

tech-prep on educational institutions in Texas (history of tech prep federal funding, summary of tech-prep programs by occupational areas, tech prep educational programs, impact of consortium sponsored curriculum activities and level of participation by public two-year postsecondary institutions and public independent school districts); 3) planning region profiles; 4) supplemental tech-prep projects; and 5) resources. A list of figures and tables are also included. (Perkins grant no.: 66180001) (RR)

Ordering: TLX-739, 186 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Tech-Prep Texas, Education That Works: Status Report State Summary***

Author: Tech Prep/ School-to-Work Initiative Management Project

Editors: Brown, C. H.

Date of Publication: April, 1996

Publishers: Beaumont, Texas: Tech Prep/ School-to-Work Initiative Management Project

Description: The purpose of this status report summary is to show the progress and impact of the development of 25 regional tech-prep consortia within the Governor's 24 planning regions, and to emphasize the importance of maintaining this grass-roots effort. The report has three sections: 1) background information; 2) state profile, the impact of tech-prep on educational institutions in Texas; and 3) data sources with annotations. (Perkins grant no.: 66180001) (RR)

Ordering: TLX-740, 28 pages, $4.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Technical Education and Training in Texas***

Author: Wattenbarger, J.L.

Editors: Texas Higher Education Coordinating Board

Date of Publication: April, 1992

Publishers: Austin, Texas: Texas Higher Education Coordinating Board

ERIC DRS No.: ERIC Document Reproduction Service No. ED 355 992

Description: This report focuses on the need for technical education in Texas. After analyzing more than 50 documents and interviewing 29 people the report recommends that:1) the public community and the technical colleges must constitute the primary delivery system for technical and adult training and retraining; 2) statutory changes, interagency agreements, and rule changes should be made to enable the Texas Higher Education Coordinating Board (THECB) and the community colleges to assume this responsibility; 3) state leadership should facilitate the annexation of counties into community college service areas; 4) the THECB should work to develop an automated student follow-up system that links high schools and postsecondary institutions; 5) the THECB should provide funding incentives to the Texas State Technical College System to carry out its mission of providing programs in advanced and emerging high skill occupations. Appendices include: references; and population and enrollment data. (RR)

Ordering: TLX-589, 56 pages, $6.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Technical Education Program Guidelines***

Series: 1994-1995 Texas Higher Education Coordinating Board Teleconferences
Editors: STARLINK and the Texas Higher Education Coordinating Board
Publishers: Austin, Texas: STARLINK
Description: This teleconference provided an overview of the philosophy, objectives, and strategies by which workforce education reform efforts can be operationalized and sought feedback regarding changes in the Technical Education Program Guidelines (TEPG). The issues addressed were: 1) national and state reform efforts for workforce education; 2) characteristics of effective program design; and 3) proposed changes for Technical Education Program Guidelines. The intended audience is deans, directors, and faculty involved in technical and continuing education. (PP)
Ordering: TLX-241, 90 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Technology Transfer and Economic Development***
Author: Westinghouse Electric Corporation, Waste Isolation Division
Publishers: Carlsbad, New Mexico: Westinghouse Electric Corporation
Description: This module provides information needed to execute responsibilities for managing government-owned property. It has sections on: 1) property controls, 2) responsibilities for property, 3) receipt of materials; 4) hazardous materials storage, 5) disposal of equipment, 6) accountability; 7) equipment held for future projects; 8) property passes; 9) borrowing equipment; 10) inventory of government property; and 11) spare parts. Practice tests, answers and feedback for practice tests, and module references are also included. (RR)
Ordering: TLX-493, 100 pages
Address: Technology Transfer and Economic Development, Waste Isolation Division, Westinghouse Electric Corporation, PO Box 2078, Carlsbad, NM 88221

Title: ***Testing Accommodations for Students with Disabilities: Who Said it Had to be Difficult?***
Series: 1994-1995 Professional Development Teleconferences
Author: STARLINK and Houston Community College System
Date of Publication: October, 1994
Publishers: Dallas, Texas: STARLINK
Description: This teleconference was produced to assist college instructors in developing alternative techniques for evaluation of students with disabilities and to address faculty concerns about the Americans with Disabilities mandated guidelines. The teleconference addressed several issues 1) ADA-related responsibilities of the college instructor, 2) development of successful strategies for modifying testing procedures without sacrificing academic standards, and 3) accessing resources and support from campus disabilities services officers. Panelists included Joe Bontke, Training Coordinator, Independent Living Research & Utilization (ILRU) and Dr. Jane Jarrow, Executive Director, Association of Higher Education & Disability. (PP)
Ordering: TLX-233, 90 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***Texas C.A.R.E.S. System Highlights***

Author: Texas State Occupational Information Coordinating Committee (SOICC)
Date of Publication: 1995
Publishers: Austin, Texas: Texas SOICC
Description: This manual provides instructions on Texas C.A.R.E.S (Career Alternatives Resource Evaluation System) a comprehensive multimedia career information delivery system designed for the citizens of Texas. It allows users to formulate systematic career plans. Through the combination of self-knowledge and occupational and educational information, users can do a self directed exploration of both occupational and educational options. The topic it covers are modules, operating instructions, system requirements, license agreement, registration form, and pricing information. (RR)
Ordering: TLX-540, 26 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Texas C.A.R.E.S. (The Career Alternative Resource Exploration System)***
Author: Texas State Occupational Information Coordinating Committee (SOICC)
Date of Publication: 1995
Publishers: Austin, Texas: Texas SOICC
Description: Texas C.A.R.E.S. (Career Alternative Resource Exploration System), a multimedia system, was developed to assist Texas citizens in making career decisions by providing the latest in educational and occupational information in a state-of-the-art, user friendly, multimedia career information delivery system. This document provides information on how to get started, system requirements, operating instructions, and explanation of the two modules - - world of learning and world of work. Appendices include occupational profiles, college profile, and ancillary products description. A brochure on the system is available. (SR)
Ordering: TLX-249, 54 pages
Address: Texas SOICC, Travis Building, Suite 205, 3520 Executive Center Drive, Austin, TX 78731-1637, (512) 502-3750

Title: ***Texas Community & Technical College Workforce Education Consortium: Final Report, 1995***
Series: Texas Community & Technical College Workforce Education Consortium
Author: El Paso Community College
Editors: Buller, R. & Bombach, K.
Date of Publication: June, 1995
Publishers: El Paso, Texas: El Paso Community College
Description: This final report describes a project to assist Texas colleges in meeting the need for workplace literacy, basic skills, and ESL instruction in business and industry by providing statewide personnel development opportunities and resources. This report gives a list of member colleges of the consortium and a summary of accomplishments (objectives, tasks, performance evaluation measures) in brief. Appendices form the major portion of this report. Included in the appendices are: 1) Technical Assistance Manual, provides detailed information about the workforce education activities of member institutions including listing of services, companies served, areas of expertise, and products to share; 2) WorkCAP, work centered assessment process; 3) Paradigms (project newsletter); 4) WorkCAP participant list; 5) WorkCAP evaluation results; 6) workshop publicity material; 7) revised indicators of program quality; 8) bibliography of model curriculum; 9) workforce education analysis academy survey data, evaluation data, and application; 10) Center for Assistance and Technological services (CAST)

	information; 11) case study questions followed by case studies from North Lake College and Grayson College. A related product of this series is a monograph, Analyzing Workforce Education. (Perkins grant no.: 55120002) (SR)
Ordering:	TLX-149, 125 pages, $10.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Texas Community & Technical College Workforce Education Consortium: Analyzing Workforce Education: Monograph***
Series:	Texas Community & Technical College Workforce Education Consortium
Author:	El Paso Community College
Editors:	Texas Community & Technical College Workforce Education Consortium
Date of Publication:	June, 1995
Publishers:	El Paso, Texas: El Paso Community College
Description:	This report describes the Texas Community and Technical College Workforce Education Consortium's intensive work education analysis academy. Thirteen participants from Texas community and technical colleges studied current issues in workforce education to expand their knowledge and enhance their programs serving business and industry in Texas. The topics addressed were: marketing and company buy-in; needs and task analysis issues in curriculum development; revising indicators of program quality for use in designing, implementing and evaluating workforce programs; developing workplace communication curriculum; cost analysis for doing business; and transfer of training. This document is a report detailing strategies for program implementation of the topics mentioned above. Also included: case studies from North Lake College and Grayson Community College; resources; and appendices. Included in the appendices are: lesson development process/lesson sample; sample program marketing materials; workforce development programs; Center for Assistance and Technological Services (CAST) information; seminar information; and management materials from North Lake College and Grayson College. (Perkins grant no.: 55120002) (SR)
Ordering:	TLX-150, 115 pages, $10.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Texas Community & Technical College Workforce Education Consortium: Final Report***
Series:	Texas Community & Technical College Workforce Education Consortium
Author:	El Paso community College
Date of Publication:	June, 1994
Publishers:	El Paso, Texas: El Paso Community College
Description:	This final report describes a project designed to develop a model workforce literacy program between a high-skill, high-wage demand (Secretary's Commission on Achieving Necessary Skills) industry and education that will use a functional context curriculum, integrating SCANS foundation skills and competencies and workplace basic skills attainment. The main objectives of the project were to: 1) develop functional context workforce literacy curricula integrating SCANS foundation skills and competencies and workplace basic skill attainment for high-skill, high wage demand industries; 2) provide technical assistance for additional community and technical colleges statewide to develop effective workforce literacy programs; 3) develop an effective planning and evaluation system for workforce literacy programs; 4) develop a system to coordinate workforce literacy programming statewide; and 5)

disseminate information on workforce literacy programming statewide. A narrative report, summative performance evaluation measure grids, and formative evaluation results are included. Membership agreements, listings, application letter, curriculum format, evaluation checklist, promotional materials, TQM assessment model, minutes of meetings, newsletters, notes, policy papers, and evaluation instruments are part of the attachments. (Perkins grant no.: 44110004) (RR)

Ordering: TLX-722, 250 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Texas Educational Articulation Model (TEAM): A 1 + 1 (+ 2) High-Technology Partnership in Manufacturing Engineering Technology (TEAM-M)***

Series: Texas Educational Articulation Model (TEAM)

Author: Texas State Technical College - Sweetwater

Date of Publication: 1993

Publishers: Sweetwater, Texas: Texas State Technical College

ERIC DRS No.: ERIC Document Reproduction Service No. ED 365 877

Description: This manual describes a project conducted in Texas to establish a statewide articulated network of manufacturing engineering technology education at the community and technical college level and to articulate that network upward with the appropriate four-year bachelor's degree programs. The participants included four Texas State Technical College campuses and 10 community colleges, along with four four-year universities. The project staff conducted a series of curriculum development and articulation workshops on the campuses of the colleges. The workshops involved technical faculty and other staff members from the participating schools and resulted in a series of articulation agreements and curriculum modifications to align the programs at the different colleges. A final meeting of all participants resulted in a finalized core curriculum and a set of articulation agreements. This document contains the articulation matrix developed during the project, a transfer degree plan, course descriptions, and a course syllabus from each of the participating institutions. (Perkins grant no.: 33110006) (SR)

Ordering: TLX-193, 530 pages, $27.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Texas Educational Articulation Model (TEAM): A 1+1+2 Model for Computer Science Technology: Manual***

Series: Texas Educational Articulation Model (TEAM)

Author: Texas State Technical College - Sweetwater

Editors: Bland, L.

Date of Publication: August, 1994

Publishers: Sweetwater, Texas: Texas State Technical College

Description: This manual describes the curriculum developed to establish a statewide articulated network for computer science at the community and technical college level. This document was developed after a series of curriculum development and articulation workshops were conducted on the campuses of participating colleges. This in turn resulted in a series of articulation agreements and curriculum modifications that aligned the computer science programs at participating colleges. (Perkins grant no.: 44140004) (RR)

Ordering: TLX-429, 150 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Educational Articulation Model (TEAM): A 1+1 High Technology Partnership in Electronics Education***
Series: Texas Educational Articulation Model (TEAM)
Author: Texas State Technical College - Sweetwater
Editors: Hines, E. W.
Date of Publication: June, 1992
Publishers: Sweetwater, Texas: Texas State Technical College
Description: This is a report of the Texas Educational Articulation Model (TEAM) project (a consortium of 10 colleges), to establish a state-wide articulated network for electronics education at the community or technical college level. The report includes a core courses matrix, a specialty matrix, and a form for transfer degree plan. These are followed by course descriptions and a syllabi. The last section of this report consists of brochure descriptions of each of the participating consortium colleges. Each brochure includes a brief description of the college, the programs offered in electronics, their course descriptions, and core conversions between 1+1 core courses and the college's courses. (Perkins grant no.: 22140004) (SR)
Ordering: TLX-30, 191 pages, $12.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Texas Emerging and Evolving Occupations: Final Report***
Author: Texas State Occupational Information Coordinating Committee (SOICC)
Editors: Ramsey, T.
Date of Publication: 1996
Publishers: Austin, Texas: Texas SOICC
Description: This report presents a process for identifying emerging and significantly evolving occupations within key Texas industries and provides the research findings. The goal of this project is to provide current information resources to help students and job seekers, especially those who plan to pursue a program other than a four year baccalaureate degree, make informed career and training choices. This report provides: executive summary; introduction; importance of informed career exploration; results of the industry analysis with an explanation of the variables used to determine employment growth and job quality potential; discussion of each targeted industry or industrial grouping in detail (each section gives a brief one page summary highlighting the findings and lists the emerging and evolving occupations related to that industry or industry grouping); and finally conclusions and recommendations. Appendices include: methodology for identifying the targeted industries and emerging occupations, step-by-step local replication manual, complete industry analysis listing arranged by standard industrial classification (SIC) code, and detailed results from analyses of Texas and Florida follow-up. Highlights of the report are available at http://www.soicc.capnet.state.tx.us/finalpst.html (the SOICC web site). (Perkins grant no.: 66100002) (SR)
Ordering: TLX-760, 143 pages (paper copy), one disk
Address: Texas SOICC, Travis Building, 3520 Executive Center Drive, Suite 205, Austin, TX 78731, (800) 822-7526

Title: ***Texas Follow-up System: Automated Student and Adult Learner***

	Follow-up Study
Author:	Texas State Occupational Information Coordinating Committee (SOICC)
Editors:	Froeschle, R. & Anderberg, M.
Date of Publication:	August, 1994
Publishers:	Austin, Texas: Texas SOICC
Description:	This study was designed to answer the question, What happens to students and participants after they receive publicly funded education and training? The purpose of the study was to satisfy demands for accountability in publicly funded programs. For planners to evaluate and improve programs, they must work with reliable and valid outcome data. Seven representative school districts and one high school were selected to provide data for this study. Follow-up was done to determine if students were pursuing higher education, including type of institution and declared major; if students were in the Texas labor market; and if so, level of earnings and type of industry in which they were working. Data analysis is presented; a step-by-step guide for using automated follow-up data in a process of continuous program improvement is documented; and other information relating to committees and data collection forms is included. (Perkins No. 44140066) (JA)
Ordering:	TLX-202, 120 pages
Address:	Texas SOICC, Travis Building, 3520 Executive Center Drive, Suite 205, Austin, TX 78731 (800) 822-7526

Title:	***Texas Quality Work Force Planning Service Delivery Plan 1994-1996***
Author:	Texas Quality Work Force Planning
Editors:	Iverson, D. D.
Date of Publication:	April, 1994
Publishers:	Austin, Texas: Austin Community College
Description:	This report describes the progress made by this project to initiate and maintain the partnership of business and education to support career and technical education training programs, services, and activities. The report includes a table of goals, objectives and achievement, a service delivery plan, a membership list, and a list of key industries and targeted occupations. (TEA no.: 44420242) (RR)
Ordering:	TLX-490, 26 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title:	***Texas Skill Standards and Certification for Electronic Engineering Technicians: Final Document***
Series:	Texas Skill Standards and Certification Project
Author:	The University of North Texas
Editors:	Teddlie, J., Lovelace, B.E., La Brecque, S. V.
Date of Publication:	December, 1995
Publishers:	Denton, Texas: The University of North Texas
Description:	This final document describes the achievements of this project developed to improve the quality of vocational and technical training in Texas for electrical engineering technicians. In addition to an executive summary, this report includes a detailed SCANS (Secretary's Commission on Achieving Necessary Skills) occupational analysis handbook; enhanced curriculum package; testing and certification strategies; assessment; and professional development plan. The appendices include quarterly reports, minutes of meetings and an executive summary mailing list. Related product: a final report. (Perkins grant no.: 55100010) (RR)
Ordering:	TLX-545, 500 pages, $26.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Texas Skill Standards and Certification for Electronic Technicians: Final Report, 1995***
Series: Texas Skill Standards and Certification Project
Author: The University of North Texas
Editors: Teddlie, J., Lovelace, B.E., La Brecque, S. V.
Date of Publication: June, 1995
Publishers: Denton, Texas: The University of North Texas
Description: This final report describes the achievements of this project developed to improve the quality of vocational and technical training in Texas. The aim of the project was to: 1) develop the first class instructional materials to be used to train instructors of electronic engineering programs in the community & technical colleges and secondary schools to utilize these products and further enhance their curriculum to use skill standards and SCANS (Secretary's Commission on Achieving Necessary Skills) skills in a competency based instructional system; 2) provide the training on skills standards and SCANS for the instructors; 3) provide training at Texas Instruments in Dallas for the instructors and their employers, in the methodologies used by the Job Enhancement Instructors to do Job Task Analysis and develop job related techniques; and 4) survey other community & technical college instructors who would be involved in future training. Specific skill requirements and measurement criteria for electronics technicians are given in detail. The objectives, procedures, and tasks are also listed. The appendices include quarterly reports, minutes of meetings, curricula enhancements, and sample letters. Related product: the final document. (Perkins grant no.: 55100010) (RR)
Ordering: TLX-544, 286 pages, $17.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: A Professional Development Plan to Help Faculty Integrate Enhanced Curricula on Workplace Instruction into Current Occupational/Technical Curricula***
Series: Texas Skill Standards and Certification Project
Author: Texas State Technical College - East Texas Center at Marshall
Date of Publication: 1995
Publishers: Marshall, Texas: Texas State Technical College
Description: This report contains a review of literature describing the experiences of schools and colleges in implementing professional development plans to upgrade the teaching skills of faculty. The review is separated into a K-12 section and a postsecondary section. The overall strategy for building a professional development plan to prepare instructors to implement workplace skills instruction is presented. The specific instructional objectives for a workshop are listed along with the recommended instructional modes. The currently available resources for building instructional materials and handouts are described for each instructional objective. The appendices contain materials to aid in developing and conducting workshops for faculty. Related products: Executive Summary, Occupational Profiling Handbook, Enhanced Curriculum Package, and Testing and Certification Strategies. (Perkins grant no.: 55100009) (JA)
Ordering: TLX-224, 46 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W,

Austin, TX 78736 (512) 223-8402

Title:	***Texas Skill Standards and Certification Project: Curriculum Guidelines and Enhanced Meeting Planning Curriculum***
Series:	Texas Skill Standards and Certification Project
Author:	Richland College - Dallas County Community College District
Editors:	Hull, P., McClinton, M., & Cook, S.
Date of Publication:	1995
Publishers:	Dallas, Texas: Richland College - DCCCD
Description:	This manual relating to the meeting management profession presents guidelines for development of syllabi for courses; examples of syllabi with student portfolio and project guidelines; assignments for each course; lesson plan guidelines with sample lesson plans; and SCANS (Secretary's Commission on Achieving Necessary Skills) evaluation tools. The bulk of this manual presents lesson plans and supporting materials for five key courses: 1) Introduction to Meeting & Convention Management, 2) Travel and Tourism Marketing, 3) Advanced Meeting Management, 4) International Meeting Management, and 5) Exposition and Trade Show Operations. The final section includes references and bibliography. Related products: Executive Summary, Occupational Profile Handbook, Testing and Certification Strategies, Professional Development Plan, Orientation Handbook, and a Final Report. (Perkins grant no.: 55100008) (JA)
Ordering:	TLX-113, 463 pages, $26.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Texas Skill Standards and Certification Project: Enhanced Curriculum Package***
Series:	Texas Skill Standards and Certification Project
Author:	Texas State Technical College - East Texas Center at Marshall
Date of Publication:	1995
Publishers:	Marshall, Texas: Texas State Technical College
Description:	This document was developed by Texas State Technical College - East Texas Center based upon the assessment of the current curriculum in Instrumentation Technology and the results of the American College Testing (ACT) Work Keys profile. The Enhanced Curriculum Package is composed of two elements: 1) Instrumentation Technology Program's Course Syllabi, and 2) Workplace Skills Instructional Plans. The curricula meet the requirement for producing an entry-level instrumentation and electrical specialist who is technically qualified and versed in workplace skills. Related products: Executive Summary, Occupational Profiling Handbook, Testing and Certification Strategies, and Professional Development Plan. (Perkins grant no.: 55100009) (JA)
Ordering:	TLX-222, 350 pages, $19.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Texas Skill Standards and Certification Project Evaluation: Executive Summary***
Series:	Texas Skill Standards and Certification Project
Author:	Texas A&M University
Editors:	Carmichael, D., Lessem, A. & Johnson, C. D.

Date of Publication: February, 1995
Publishers: College Station, Texas: Texas A&M University
Description: This executive summary to the final report of the Texas Skill Standards and Certification Project evaluation by Texas A&M University describes the methodology used in the process. Site profiles for each of the four participating institutions, North Lake Community College, Richland Community College, Texas State Technical College - East Texas Campus, and University of North Texas (working with Texas Instruments) are included. The summary outlines the occupational profiling process used to determine what technical and SCANS (Secretary's Commission on Achieving Necessary Skills) skills are required on the job, gives process evaluation results, details the evaluation of products, and draws final conclusions based on the evaluation process. Related products: Project Evaluation I and Project Evaluation Phase II. (Perkins grant no.: 55100011) (JA)
Ordering: TLX-214, 12 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Evaluation I***
Series: Texas Skill Standards and Certification Project
Author: Texas A&M University
Editors: Carmichael, D., Lessem, A. & Johnson, C. D.
Date of Publication: February, 1995
Publishers: College Station, Texas: Texas A&M University
Description: This report documents the evaluation process used by the independent evaluator of the Skill Standards and Certification Project which consisted of four demonstration projects to integrate SCANS (Secretary's Commission on Achieving Necessary Skills) skills into existing technical curricula for four different occupational areas. The four participants were: North Lake College, Richland College, Texas State Technical College - East Texas Center, and the University of North Texas. The methodology used for the research is described; the four demonstration sites are introduced; and the occupational profiling process by which relevant SCANS skills were identified is explained. The final section of the document presents evaluation findings related to the process and products of the research, followed by some final conclusions drawn. Related products: Executive Summary and Project Evaluation Phase II. (Perkins grant no.: 55100011) (JA)
Ordering: TLX-215, 135 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Evaluation Phase II***
Series: Texas Skill Standards and Certification Project
Author: Texas A&M University
Editors: Carmichael, D., Lessem, A. & Johnson, C. D.
Date of Publication: July, 1995
Publishers: College Station, Texas: Texas A&M University
Description: This report of the second phase of the evaluation process used by the independent evaluator of the Skill Standards and Certification Project presents evaluation results of the final phase of the study. Data collected at the four sites participating in the project, North Lake College, Richland College, TSTC - East Texas Center, and University of North Texas, are presented. The four sections of the report describe the general activities at each site, which emphasized integration of SCANS (Secretary's

	Commission on Achieving Necessary Skills) competencies, and present the major findings and conclusions. Related products: Executive Summary and Project Evaluation I. (Perkins grant no.: 55100011) (JA)
Ordering:	TLX-216, 30 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Texas Skill Standards and Certification Project: Executive Summary***
Series:	Texas Skill Standards and Certification Project
Author:	Richland College - Dallas County Community College District
Editors:	Hull, P. & McClinton, M.
Date of Publication:	1995
Publishers:	Dallas, Texas: Richland College - DCCCD
Description:	This executive summary outlines the role of Richland College in the Texas Skill Standards and Certification Project. Three partner institutions involved in the project are North Lake College (DCCCD), University of North Texas, and Texas State Technical College-East Texas Center. Materials were produced relating to the meeting management profession, emphasizing SCANS (Secretary's Commission on Achieving Necessary Skills) competencies, including an Occupational Profile Handbook for Meeting Planners, Curriculum Guidelines and Enhanced Meeting Planning Curriculum, Testing & Certification Strategies, Professional Development Plan, Orientation Handbook, and a Final Report. These contents of the publications are outlined in this summary. (Perkins grant no.: 55100008) (JA)
Ordering:	TLX-111, 15 pages, $2.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Texas Skill Standards and Certification Project: Executive Summary***
Series:	Texas Skill Standards and Certification Project
Author:	North Lake College - Dallas County Community College District
Editors:	Marlow, C., Gargano, J. & Johnson, S.
Date of Publication:	December, 1994
Publishers:	Irving, Texas: North Lake College - DCCCD
Description:	This report summarizes the North Lake College portion of the Skill Standards and Certification Project, which consisted of infusing SCANS (Secretary's Commission on Achieving Necessary Skills) into the curriculum for the demand occupation of electrical worker. The college partnered with the Dallas Electrical Joint Apprenticeship and Training Committee (DJATC) on the project. This report covers occupational profiling activities, curriculum enhancement revisions, faculty development, and testing/certification activities . Related products: Final Document and the Final Detailed Report. (Perkins grant no.: 55100007) (JA)
Ordering:	TLX-217, 26 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title:	***Texas Skill Standards and Certification Project: Executive Summary***
Series:	Texas Skill Standards and Certification Project
Author:	Texas State Technical College - East Texas Center at Marshall
Date of Publication:	1995
Publishers:	Marshall, Texas: Texas State Technical College

Description: This document summarizes the Texas State Technical College - East Texas Center (TSTC) role in the Texas Skill Standards and Certification Project which integrated SCANS (Secretary's Commission on Achieving Necessary Skills) into existing technical curricula. The area of emphasis for TSTC was Instrumentation Technology (INT). The report deals with several major areas involved in the project: occupational profiling, partnerships with business and industry, curriculum analysis and enhancements, testing and certification, and professional development. Related products: Occupational Profiling Handbook, Enhanced Curriculum Package, Testing and Certification Strategies, and Professional Development Plan. (Perkins grant no.: 55100009) (JA)
Ordering: TLX-220, 14 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Executive Summary***
Series: Texas Skill Standards and Certification Project
Author: North Lake College - Dallas County Community College District
Editors: Frymire, M.
Date of Publication: June, 1996
Publishers: Irving, Texas: North Lake College - DCCCD
Description: This is the executive summary of a project to continue revision of the Electrical Technology program enhancements enabling the application of the National Skill Standards for the the Electrical Construction industry and to promote the dissemination of the findings. North Lake College is one of the four institutions of the project to look into SCANS (Secretary's Commission on Achieving Necessary Skills), its integration into the curriculum, alignment of National Skill Standards, and professional development. This executive summary provides an overview of the project and the college's role, history and goal of the project, objectives and processes to accomplish the goals, and finally recommendations and conclusions. Related product: Final Report. (Perkins grant no.: 66190006) (SR)
Ordering: TLX-563, 8 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Final Detailed Report, 1995***
Series: Texas Skill Standards and Certification Project
Author: North Lake College - Dallas County Community College District
Editors: Runnels, A. & Marlow, C.
Date of Publication: June, 1995
Publishers: Irving, Texas: North Lake College - DCCCD
Description: This final report of the North Lake College portion of the Skill Standards and Certification Project, which consisted of infusing SCANS (Secretary's Commission on Achieving Necessary Skills) into curricula for the demand occupation of electrical worker, documents the activities conducted during 1995. This document describes the administrative activities, curriculum enhancements, testing/assessment enhancements, and faculty development work completed. Some of the products prepared are presented, including course syllabi, review of electrical construction occupation descriptions paired with SCANS, electrical technology competency profile, fact sheets, e-mail newsletter, and competency based education and SCANS workshop plan. Conclusions and recommendations are offered. Related products: Executive Summary and the Final

Document. (Perkins grant no.: 55100007) (JA)
Ordering: TLX-219, 270 pages, $17.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Final Document***
Series: Texas Skill Standards and Certification Project
Author: North Lake College - Dallas County Community College District
Editors: Marlow, C., Gargano, J. & Johnson, S.
Date of Publication: December, 1994
Publishers: Irving, Texas: North Lake College - DCCCD
Description: This report documents the work done by North Lake College relating to the Skill Standards and Certification Project which was designed to infuse SCANS (Secretary's Commission on Achieving Necessary Skills) into curriculum for the demand occupation of electrical worker. Included in this report are: 1) an occupational profile handbook, 2) curriculum review and enhancements proposal, 3) a faculty development plan, and 4) licensure, testing, and certification strategies. The American College Testing Program (ACT) provided their Work Keys, an occupational profile process, to identify the electrician job profile. Related products: Executive Summary and the Final Detailed Report. (Perkins grant no.: 55100007) (JA)
Ordering: TLX-218, 250 pages, $17.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Final Report, 1995***
Series: Texas Skill Standards and Certification Project
Author: Richland College - Dallas County Community College District
Date of Publication: 1995
Publishers: Dallas, Texas: Richland College - DCCCD
Description: This final report of the Richland College portion of the Texas Skill Standards and Certification Project covers project activities related to the meeting management profession. SCANS (Secretary's Commission on Necessary Skills) skills are emphasized in the curriculum. Professional development activities offered included faculty workshops, IPSI (software for curriculum design, formerly called PEAKS) workshops, and state conference presentation information. Professional development workshops were also designed for the Meeting Professionals International staff. These workshops consisted of presentations, student activities, and class discussions. Overheads and other materials used for these presentations are included, along with evaluation information. Another section of the report includes the syllabus and student guidelines for the course, Introduction to Meeting and Convention Management. The appendix contains the testing summaries and presentation handouts. Related products: Executive Summary, Occupational Profile Handbook, Curriculum Guidelines and Enhanced Meeting Planning Curriculum, Testing and Certification Strategies, Professional Development Plan, and Orientation Handbook. (Perkins grant no.: 55100008) (JA)
Ordering: TLX-116, 500 pages, $26.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Final Report***

Series: Texas Skill Standards and Certification Project

Author: North Lake College - Dallas County Community College District
Editors: Frymire, M.
Date of Publication: June, 1996
Publishers: Irving, Texas: North Lake College - DCCCD
Description: This report documents the work done by North Lake College for the Skill Standards and Certification Project, which was designed to infuse SCANS (Secretary's Commission on Achieving Necessary Skills) into the curriculum for the occupation of electrical worker. Included in this report are: 1) executive summary; 2) revised syllabi with SCANS documentation for various courses in electrical engineering; 3) report of the various activities of the project including collaboration (workshop material) and http://www.dcccd.edu/nlc/misc/scans/slink.htm (online professional development newsletter); and 4) presentations. Related product: Executive Summary. (Perkins grant no.: 66190006) (SR)
Ordering: TLX-581, 277 pages, $17.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Final Report***
Series: Texas Skill Standards and Certification Project
Author: Richland College - Dallas County Community College District
Editors: Cooper-Wallace, M., Hull, P., Kesterson, B., & Tran, T. A.
Date of Publication: June, 1996
Publishers: Dallas, Texas: Richland College - DCCCD
Description: This final report describes a continuation project to integrate SCANS (Secretary's Commission on Achieving Necessary Skills) into the curricula of meeting management, develop more enhancements for new courses, continue professional development, develop a SCANS test bank, and administer pre/post tests. Richland College is one of the five institutions of the project, each having unique responsibilities. This report includes: executive summary; project overview; travel and tourism - course description with competencies and assessment, minutes of travel and tourism advisory meeting; curriculum enhancement team projects - overview and course description for some courses that were enhanced with integration of SCANS skills (like ESOL, English as a Second Language, Horticulture/Psychology); assessment - findings of the analysis and item response analysis for the Travel and Tourism posttest results; professional development - workshop materials; and SCANing the Classroom: Ideas Compendium pamphlet (13 pages). This pamphlet is a compendium of ideas for use in classroom teaching (involving SCANS skills). (Perkins grant no.: 66190007) (SR)
Ordering: TLX-795, 370 pages, $22.00 (paper copy); ($2.00) disk copy - executive summary and final report (32 pages); ($2.00) disk copy - assessment, posttest results; ($2.00) disk copy - ESOL curriculum
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Occupational Profile Handbook for Meeting Planners***
Series: Texas Skill Standards and Certification Project
Author: Richland College - Dallas County Community College District
Editors: Miller, B., McClinton, M. & Hull, P.

Date of Publication: 1995
Publishers: Dallas, Texas: Richland College - DCCCD
Description: This handbook explains the procedures for developing an occupational profile and a baseline assessment, and it describes their potential uses. A Work Keys tool for assessment and a Work Keys Occupational Profile, developed by the American College Testing Corporation, were used in elaborating the successful entry-level employment skills as a meeting planner. The appendices include: 1) profile session report; 2) gap analysis; 3) baseline assessment report; 4) technology, and 5) proficiency level key. Related products: Executive Summary, Curriculum Guidelines and Enhanced Meeting Planning Curriculum, Testing and Certification Strategies, Professional Development Plan, Orientation Handbook, and a Final Report. (Perkins grant no.: 55100008) (JA)
Ordering: TLX-112, 30 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Occupational Profiling Handbook***
Series: Texas Skill Standards and Certification Project
Author: Texas State Technical College - East Texas Center at Marshall
Date of Publication: 1995
Publishers: Marshall, Texas: Texas State Technical College
Description: This handbook was produced as part of the Texas Skill Standards and Certification Project which integrated SCANS (Secretary's Commission on Achieving Necessary Skills) into existing technical curricula for Instrumentation Technology (INT). This publication documents the process used by Texas State Technical College - East Texas Center to determine the extent to which the existing instrumentation technology curriculum fell short, met, or exceeded the needs of employing industries. The American College Testing (ACT) Work Keys system was used to determine workplace skill requirements using a numeric scale. Charts are included which are a compilation of required technical skills as identified by industry advisors, educators, and professional instrumentation experts, cross-referenced to the required workplace skills identified by business and industry. Appendices include definitions of SCANS competencies, definitions of the SCANS foundations, and the revised target levels for workplace skills for instrumentation and electrical specialists compiled by the INT faculty of TSTC-ETC. Related products: Executive Summary, Enhanced Curriculum Package, Testing and Certification Strategies, and Professional Development Plan. (Perkins grant no.: 55100009) (JA)
Ordering: TLX-221, 90 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Orientation Handbook***
Series: Texas Skill Standards and Certification Project
Author: Richland College - Dallas County Community College District
Date of Publication: 1995
Publishers: Dallas, Texas: Richland College - DCCCD
Description: This handbook contains the material needed for three student orientation sessions: 1) syllabi orientation, which includes syllabi guidelines, a sample syllabus, and student guidelines; 2) lesson plan orientation, with lesson plan guidelines, sample lesson plan, and SCANS (Secretary's Commission on Achieving Necessary Skills) evaluation tools; and 3) assessment orientation, with assessment guidelines, assessment

prototype, and sample do/don't list. Related products: Executive Summary, Curriculum Guidelines and Enhanced Meeting Planning Curriculum, Testing and Certification Strategies, Professional Development Plan, and a Final Report. (Perkins grant no.: 55100008) (JA)

Ordering: TLX-167, 40 pages, $4.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Professional Development Plan***

Series: Texas Skill Standards and Certification Project

Author: Richland College - Dallas County Community College District

Editors: Hull, P. & McClinton, M.

Date of Publication: 1995

Publishers: Dallas, Texas: Richland College - DCCCD

Description: This document describes the Professional Development Plan for the Meeting Management Faculty to be implemented at Richland College. Integrating SCANS (Secretary's Commission on Achieving Necessary Skills) competencies into the courses is emphasized. The syllabi orientation outline, lesson plans orientation outline, and assessments orientation outline are included. A workshop evaluation form and time line for workshop delivery also are provided. Related products: Executive Summary, Occupational Profile Handbook, Curriculum Guidelines and Enhanced Meeting Planning Curriculum, Testing and Certification Strategies, Orientation Handbook, and a Final Report. (Perkins grant no.: 55100008) (JA)

Ordering: TLX-115, 16 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Survival Skills for Developing/Aligning Technical Education Curricula to Meet the Requirements of the Workplace: An Instructor's Manual***

Series: Texas Skill Standards and Certification Project

Author: The University of North Texas

Editors: Lovelace, B. E., Teddlie, J. L.

Date of Publication: 1995

Publishers: Denton, Texas: University of North Texas

Description: This manual is designed to deliver instruction essential for preparing technical educators with the knowledge and skills for developing new curricula or aligning existing curricula to the requirements of the workplace. The chapters covered in this manual are: 1) rationale and need, 2) preparation for developing and aligning curricula, 3) developing and aligning curricula, 4) design instruction, 5) preparation for implementation, and 6) evaluation. There is also a glossary and copies of handouts and transparencies. The format of this manual provides for: 1) informing the students and participants of what is expected of them following each session, 2) providing feedback from students and participants to instructors during instruction, 3) giving the opportunity for students and participants to test for the expected performance of each session prior to the first session, and 4) allowing students and participants to demonstrate they have attained the skill for which each session was conducted. (Perkins grant no.: 55100010) (RR)

Ordering: TLX-536, 600 pages, $27.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W,

Austin, Texas 78736, (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Testing and Certification Strategies***
Series: Texas Skill Standards and Certification Project
Author: Texas State Technical College - East Texas Center at Marshall
Date of Publication: 1995
Publishers: Marshall, Texas: Texas State Technical College
Description: This manual looks at the status of testing and assessment in academic and technical education. The history of testing processes in the United States is given, along with background material on testing and certification practices. One section is devoted to lessons learned from other countries related to the testing and assessment of occupational skills. Other topics covered include, testing and assessment alternatives, review of literature, present status of testing and assessment procedures, and general implications for development of certificates of initial and advanced mastery in instrumentation technology. The appendices include sample exams, a listing of the work elements for NICET (National Institute for Certification in Engineering Technologies) certification, a modality for identifying types of test items suitable for inclusion on criterion-referenced and skill-based tests, and a bibliography. Related products: Executive Summary, Occupational Profiling Handbook, Enhanced Curriculum Package, and Professional Development Plan. (Perkins grant no.: 55100009) (JA)
Ordering: TLX-223, 90 pages, $8.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards and Certification Project: Testing & Certification Strategies***
Series: Texas Skill Standards and Certification Project
Author: Richland College - Dallas County Community College District
Editors: Hull, P., McClinton, M., & Cook, S.
Date of Publication: 1995
Publishers: Dallas, Texas: Richland College - DCCCD
Description: This guide was developed to give the instructor ideas for a variety of assessment methods, particularly those which are useful for the evaluation of SCANS (Secretary's Commission on Achieving Necessary Skills) foundation skills and competencies. The Methods of Assessment section covers: test, group project, peer evaluation, class presentation, portfolio, and a do/don't list. Examples of competency based certificates for meeting planning courses are provided. The Assessment Prototype section contains project, presentation, instructor, and portfolio guidelines and evaluation forms. Related products: Executive Summary, Occupational Profile Handbook, Curriculum Guidelines and Enhanced Meeting Planning Curriculum, Professional Development Plan, Orientation Handbook, and a Final Report. (Perkins grant no.: 55100008) (JA)
Ordering: TLX-114, 69 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards Research & Communications Project:Learning to Work, Skill Standards: Building a Quality Workforce for Texas: Executive Summary of the Final Report***

Series: Skill Standards Research & Communications Project
Author: Texas State Technical College - Waco
Editors: Nobles, D. S.
Date of Publication: June, 1996
Publishers: Waco, Texas: Texas State Technical College
Description: This is the executive summary of the Skill Standards Research & Communications project designed to provide management for and activities to research the elements of an effective and efficient system of skill standards and certification for the occupations that Texas needs. The project accomplished the following objectives: review of national and international literature; contacts with skill standards projects in the U. S., Canada, and Mexico; and field research to gain the input of employers, educators, and other training providers. Based on the research, the project has developed and recommended to the state the Texas Skill Standards and Certification System Model. This report provides: introduction and background information of skill standards; project overview and research findings; characteristics of skill standards system; recommended model for Texas; summary of final report appendices; and a resource list. See also http://www-ehrd.tamu.edu/skills/sshomepg.html (Perkins grant no.: 66190001) (SR)
Ordering: TLX-755, 42 pages, $4.00
Address: TECHlinx, Austin community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Texas Skill Standards Research & Communications Project: Learning to Work, Skill Standards: Building a Quality Workforce for Texas: Final Report, 1996***
Series: Skill Standards Research & Communications Project
Author: Texas State Technical College - Waco
Editors: Nobles, D. S.
Date of Publication: June, 1996
Publishers: Waco, Texas: Texas State Technical College
Description: This final report describes a project whose goal was to provide management for and activities to research the elements of an effective and efficient system of skill standards and certification for the occupations that Texas needs. The project accomplished the following objectives: national and international literature review; contacts with skill standards projects in the U. S., Canada, and Mexico; and field research to gain the input of employers, educators, and other training providers. Based on the research, the project has developed and recommended to the state, the Texas Skill Standards and Certification System Model. Included in this report are: background information; project overview; research findings; characteristics of skill standards system (need for, definition, organization of skills, and components); recommended model of skill standards system; and summary and resources. Appendices include: literature review; needs analysis; North American Skill Standards project contacts; and regional symposia material. See also the http://www-ehrd.tamu.edu/skills/sshomepg.html, project web site. (Perkins grant no.: 66190001) (SR)
Ordering: TLX-834, 329 pages, $19.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Skill Standards Research & Communications Project: Project Info Sheet***
Series: Skill Standards Research & Communications Project
Author: Texas State Technical College - East Texas Center at Marshall

Date of Publication: 1996
Publishers: Marshall, Texas: Texas State Technical College
Description: The goal of the Texas Skill Standards Research & Communications Project is to research the elements of an effective and efficient system of skill standards and certifications for the occupations that Texas needs. The major tasks of the project are to: review the current national and international literature on skill standards and certification systems; find and maintain contacts with groups working on national skill standards projects; perform field research in Texas on the activities, colleges, schools, and training entities that show the need for a skill standards system. The project information sheet provides the purpose of the project, lists the partners and sponsors, and provides the contact information. See the project home page at http://www-ehrd.tamu.edu/skills/sshomepg.html. (Perkins grant no.: 66190001 - 05) (SR)
Ordering: TLX-546, 1 page
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Texas Skills Development Program. Report to the Governor***
Author: Texas State Department of Commerce
Date of Publication: August, 1993
Publishers: Austin, Texas: Texas State Department of Commerce
ERIC DRS No.: ERIC Document Reproduction Service No. ED 369 928
Description: This report describes a project that is a key long-term strategy of the Smart Jobs initiative that will assist Texas business, industry, and labor in conveying job skill requirements to the public education and training system. This program offers a strategy to train job applicants for the standards set by business and industry. Recommendations of the programs are : 1) adopt principles of the SCANS (Secretary's Commission on Achieving Necessary Skills) and set standards for core skills, including foundation and workplace skills; 2) implement a statewide system of incentives for the public schools to engage in curriculum development and professional development; 3) market the issue of skill standards and certifications; 4) build consensus and partnerships; 5) build a structure and system to distribute industry-validated standards and curricula; and 6) institute a system of industry recognized certifications. Appendices include a graph depicting career path skills leading to Smart Jobs and a list of publications. (RR)
Ordering: TLX-592, 29 pages, $4
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Texas Workforce Commission, A Workforce Development System for Texas: Final Report***
Author: Texas Comptroller of Public Accounts
Date of Publication: December, 1995
Publishers: Austin, Texas: Texas Comptroller of Public Accounts
Description: This report describes the achievements of a project to develop a new approach to the Texas workforce development. In 1995, the legislature approved H.B.1863, a legislation aimed at streamlining the various workforce development programs and improving services while saving taxpayers millions of dollars. The new law required the comptroller's office to develop a plan and timetable for merging 28 workforce programs among ten agencies into a new Texas Workforce Commission (TWC). This report meets the law's December 1995 deadline for completing the blueprint. Chapter 1 explains the key components of H.B. 1863 pertaining to the creation of

TWC and explains certain basic principles in the proposed design. Chapter 2 describes the unique state-local partnership needed to create the system of local control contemplated by the new law. Chapter 3 spells out TWC's responsibilities and organizational structure, a design that will emphasize comprehensive customer service. Chapter 4 contains a time line illustrating the tasks to be accomplished to meet the Legislature's ambitious mandates for the new workforce system. Chapter 5 is devoted to budget issues, chapter 6 to federal funding implications of merger, and chapter 7 to the accountability measures designed to ensure both fiscal integrity and high-quality customer service. Chapters 8 - 12 deal with: building information systems; leveraging human resources; optimizing facilities; skills development fund; fiscal impacts; a review of the Smart Jobs Fund Program; and a review of the Adult Education Program. Background materials are included in the appendices. (RR)

Ordering: TLX-732, 170 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***The Business/Education Connection in Action: Workshop Handouts***

Author: Howard College

Date of Publication: January, 1995

Publishers: Big Spring, Texas: Howard College

Description: These handouts describe the goals of the program: 1) to strengthen and vocational faculty through awareness of current technical and industrial level standards; 3) to improve relationships with employers and incorporate their personnel needs in development of district curricula. Evaluation forms, a sponsor list, and information on the subject are included. Subjects covered by the handouts include: getting the most out of WordPerfect, integrating multimedia in the classroom, desktop publishing made easy, copyright issues, student learning styles, and stress management. (Perkins grant no.: 55120007) (RR)

Ordering: TLX-430, 100 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***The Data Game: Labor Market Information Source Directory***

Author: Texas State Occupational Information Coordinating Committee (SOICC) & Texas Employment Commission

Date of Publication: February, 1996

Publishers: Austin, Texas: Texas SOICC

Description: This directory is designed to provide the user a list of current labor market information publications. The labor market information is data that describes the elements which make up a labor market. This directory offers a table of contents for quick reference. A description of each publication and how to obtain it are given in the body of the directory. A reference guide , a directory of availability, where to find job listings, and a glossary of labor market terms are also provided. (RR)

Ordering: TLX-734, 115 pages, $10.00

Address: Texas SOICC, Travis Building, 3520 Executive Center Drive, Suite 205, Austin, TX 78731, (800) 822-7526

Title: ***The Effect of Tech Prep on Selected Variables and Future Enrollment in Post Secondary Institutions (Postsecondary)***

Author: University of South Carolina

Editors: Fellers, T. L.
Date of Publication: 1994
Publishers: : University of South Carolina
Description: This thesis describes a study done to understand the effect of tech-prep curriculum on the dropout rates , test scores, and the number of students attending a postsecondary school. The school districts were from the inner city, rural areas, and suburban developments. (RR)
Ordering: TLX-521, 87 pages, Order No. AAC 9430892
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***The El Paso Employer Promise***
Author: El Paso Community College
Publishers: El Paso, Texas: El Paso Community College
Description: This booklet is for businesses interested in participating in a program to help improve the quality of education in their community. The booklet describes the El Paso Employer Promise, gives a definition of tech-prep, lists area business-school partnerships and cooperative education partnerships, and includes a company survey and sign-up form. (RR)
Ordering: TLX-661, 10 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***The High-Tech Surge. Focus on Careers.***
Edition: Vocational Education Journal, vol. 71, no. 1, p. 34-37, January 1996
Author: Vo, C.H.
Date of Publication: January, 1996
Publishers: Alexandria, Virginia: American Vocational Association
Description: This journal article includes descriptions of 10 high-tech professional, technical, and service occupations. The author provides information of interest to students or others contemplating career decisions, such as working conditions, education and training needs, and salaries. (CG)
Ordering: TLX-827
Address: American Vocational Association, 1410 King Street, Alexandria, VA 22314 (800) 826-9972, fax: (703) 683-7424

Title: ***The Identification of Factors which Facilitate or Impede the Integration of Technology Education and Tech Prep***
Author: Texas A&M University
Editors: Roberts, P. B.
Date of Publication: 1994
Publishers: College Station, Texas: Texas A&M University
Description: This dissertation describes a study done to find factors which help or hinder the integration of technology education and tech-prep. Experts from Illinois, South Carolina, Oregon, and Idaho were surveyed as part of the data collection process. The experts were asked to identify the factors that helped or hindered the process of integrating technology education and tech-prep. The they were asked to rate each factor according to their order of importance. The factors were arranged in the order of their mean rating. The factors helping the integration fell under the categories of administration and curriculum. Those that hindered fell under the categories of lack of

communication and resistance to change. The study concluded that since only 1,8% of technology education teachers are involved in the implementation process, teachers must get involved and actively seek opportunities for integration. (RR)

Ordering: TLX-157, 121 pages, Order No. AAC 9506585
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***The Impact of Health Care Reform on Texas Academic Health Centers***
Author: Health Professions Education Advisory Committee
Date of Publication: March, 1994
Publishers: Austin, Texas: Health Professions Education Advisory Committee
Description: This report describes the findings of an ad hoc committee of the Coordinating Board's Health Professions Education Advisory Committee with regard to the potential impact of various federal health care reform proposals. The committee has prioritized five categories: 1) patient access to academic health centers, 2) postgraduate medical and nursing education, 3) research at academic health centers, 4) public and mental health services, and 5) liability reform. The attached tables describe the issues discussed in several proposals, the problems and opportunities for Texas academic health centers, and policy options that could resolve some of the issues. A list of committee members is attached. (RR)
Ordering: TLX-532, 21 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***The Impact of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 on Special Population Students Attending Texas Public Community Colleges (Carl D. Perkins Vocational and Applied Technology Education Act, Applied Technology, Perkins Act)***
Author: New Mexico State University
Editors: Causer, W. R.
Date of Publication: 1995
Publishers: : New Mexico State University
Description: This dissertation describes a study done to better understand the impact of the change in Perkins Act funding had on the educational opportunities for women, minorities, handicapped, individuals with limited English proficiency, the economically disadvantaged, single parents, and sex-biased students. The study found that there was no significant change in enrollment. Change was found in the completion rate for handicapped and sex-biased students. (RR)
Ordering: TLX-140, 144 pages, Order No. AAC 9524149
Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***The Learning Paradigm***
Edition: Community College Journal, vol. 66, n.3, p.24-27, Dec-Jan 1995-96
Author: Boggs, G. R.
Date of Publication: January, 1996
Publishers: Washington, DC: American Association of Community Colleges
ERIC DRS No.: ERIC Document Reproduction Service No. EJ 516 691
Description: This journal article examines the educational needs of contemporary society,

suggesting that existing institutions have failed to adapt to the changing landscape. It argues that educators must shift to a learning paradigm, which centers all services on the learning needs of students and evaluates programs and personnel based on their contributions to student learning. (SR)

Ordering: TLX-817
Address: AACC, One Dupont Circle NW, Suite 410, Washington DC 20036

Title: ***The Lifelong Options Program: A Handbook for Implementing and Managing a Vocational Education Program for Youth at Risk***
Author: Shirley, L.J., & Pritz, S.G.
Date of Publication: September, 1992
Publishers: Clemson, South Carolina: National Dropout Prevention Center
Description: Educators who are looking for a flexible, effective, and economical approach in meeting the educational and occupational needs of an increasingly diverse student population will find this handbook an asset. Lifelong Options Program is a comprehensive high school dropout prevention program that integrates academic and vocational education. Its holistic approach has proven effective with youth who previously may not have chosen vocational education as a preferred area of emphasis in high school. The intent of the authors is to provide a description of this program along with helpful suggestions and recommendations for policy makers and administrators who want to implement a new vision for vocational education in their districts. (SR)
Ordering: TLX-621, 64 pages, $8.00
Address: National Dropout Prevention Center, 205 Martin Street, Box 345111, Clemson, SC 29634-5111, 803-656-2599

Title: ***The New Vocationalism in Urban School Reform***
Series: MDS-1037
Author: Ramsey, K.
Date of Publication: December, 1995
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This study discusses the three changes which are encouraging the move of vocational education reforms into the mainstream: 1) the growing consensus that all youth benefit from some career focus; 2) the new vocationalism of tech-prep and integrated vocational and academic education; and 3) the business world's interest in closer ties with public education. The best way to promote this move is to link vocational reforms like tech-prep and integrated education to systemic reforms like restructured governance, increased choice, assessment, and the professionalization of teachers. Policy instruments that support the new vocationalism, as well as those that hinder it, are evaluated in detail. This look at the future of the new vocationalism maps out the most promising strategies for educators and policy makers to pursue. (SR)
Ordering: TLX-342, MDS-1037, $2.50
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***The Office of the Future is Here Today: Are Your Students Ready?***
Series: 1991-1992 STARLINK Training Teleconferences
Author: STARLINK and the Houston Community College System
Date of Publication: April, 1992
Publishers: Houston, Texas: STARLINK

Description: This teleconference consisted of a panel discussion on the changing role of the secretary and its implications for programs in office technology. Teaching strategies presented are 1) activities for critical thinking and decision-making, 2) ways to incorporate teamwork and group projects into the classroom, and 3) activities for teaching time management. Panelists are Dr. Susan Fenner, Professional Secretaries International, Johnella Bradford, instructor for Houston Community College System, and Tamera Jean Treadwell, secretary at Texaco. (AP)
Ordering: TLX-519, 90 minute videotape, $20.00 (in state)
Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title: ***The Opportunities for "School-to-Work": National Study of Work-Based Learning in U.S. Community Colleges***
Series: MDS-794
Author: Bragg, D. D. , Hamm, R. E.
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
Description: This study contents that fragmentation, in particular of our major institutions, characterizes modern American life. The isolation of education from business poses a particular challenge for programs such as work-based learning, which rely on collaboration. This article assesses the opportunities for school-to-work efforts by scrutinizing existing community college work-based learning programs. The authors highlight five success factors common to high-quality programs: dedicated leadership, partnership with local industry leaders, a commitment to excellence, integration within the curriculum, and adequate financial support. They conclude that community colleges can play an integral role in the nation's emerging school-to-work transition system, if provided the necessary opportunity, resources, and support. (SR)
Ordering: TLX-343, MDS-794, Reprint Series, $2.00
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***The Professional Development Workshop for College Vocational Instructors Teaching at Correctional Institutions in Texas: Final Report, 1994***
Author: Central Texas College
Editors: Beadle, C.
Date of Publication: 1994
Publishers: Killeen, Texas: Central Texas College
Description: This is the final report of a workshop held to increase awareness of appropriate teaching strategies in prison programs. Topics discussed include: future educational trends within the Texas Department of Criminal Justice system; prison security awareness; computer aided instruction programs; multicultural programs; computer-based software for writing instructional plans, outlines, and assessments; vocational training for jobs to reduce the recidivism rate; an overview of Project RIO; and a motivational keynote address. A list of participants, evaluation and survey forms, and promotional material are included. (Perkins grant no.: 44120004) (RR)
Ordering: TLX-444, 50 pages, $4.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***The RESCUE System 1995: Case Scenarios***
Author: Texas State Occupational Information Coordinating Committee (SOICC)
Date of Publication: 1995
Publishers: Austin, Texas: Texas SOICC
Description: This manual describes three case scenarios which might help the reader reflect on real-life situations that might be encountered in the field. The purpose of this document is to walk the reader through one possible solution for obtaining the information requested in each case. Related document: RESCUE System Reference Guide. (RR)
Ordering: TLX-709, 16 pages
Address: Texas SOICC, Travis Building, 3520 Executive Center Drive, Suite 205, Austin, TX 78731 (800) 822-7526

Title: ***The RESCUE System 1995: Reference Guide***
Author: Texas State Occupational Information Coordinating Committee (SOICC)
Date of Publication: 1995
Publishers: Austin, Texas: Texas SOICC
Description: This manual is meant to help the novice user find the necessary information about the RESCUE system either with the help of the manual or through the online help. RESCUE can provide information on the demand of an occupation in Texas or in a specific region; the average wage paid for an occupation; the amount of training time required to prepare for an occupation; educational institutions that provide training for the occupation; and information on . The editors of the manual have made an attempt to keep it simple by using lay terms whenever possible and organizing it in alphabetical order by the name of the feature. For difficult terms, a glossary is available. If some information is not available in the manual or in the online help, there is a telephone number in the Help menu under Technical Support. The manual starts with a description of what is RESCUE and then goes into how to find the necessary information. Related document: RESCUE System Case Scenarios. (RR)
Ordering: TLX-733, 16 pages
Address: Texas SOICC, Travis Building, 3520 Executive Center Drive, Suite 205, Austin, TX 78731, (800) 822-7526

Title: ***The Role of Mentoring in Career Education***
Series: ERIC Trends and Issues Alerts
Author: Lankard, B. A.
Date of Publication: 1996
Publishers: Columbus, OH: Center on Education and Training for Employment
Description: This Alert from the ERIC Clearinghouse provides an overview of mentoring, who is providing it, how it is provided, and what effects it is having on students' career development. Lists of print and organizational resources are also included. (SR)
Ordering: TLX-845, 2 pages, no charge
Address: Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210

Title: ***The Role of the School Counselor***
Series: Office of Special Populations BRIEF, 6(1)
Author: Cunanan, E., & Maddy-Bernstein, C.
Date of Publication: August, 1994
Publishers: Champaign, Illinois: The National Center for Research in Vocational Education

(NCRVE), Office of Special Populations

Description: The School-to-Work Opportunities Act (STWOA) of 1994 emphasizes counselor involvement in improving the academic, career, and occupational opportunities for all students, thus offering educators an excellent opportunity to examine and strengthen the role of the school counselor. This newsletter focuses on the problem of defining the role of the school counselor and provides a review of literature on 1) student counselors and their needs, 2) the school counselor's role, and 3) how counselors can better assist the nation's increasingly diverse student population. (SR)

Ordering: TLX-647, 6 pages, no charge

Address: National Center for Research in Vocational Education, Office of Special Populations, University of Illinois, 345 Education Building, 1310 South Sixth Street, Champaign, IL 61820, 217-333-0807

Title: ***The Role of the Urban Community College in Educational Reform***

Series: MDS-1039

Author: Bragg, D. D. , Layton, J. D.

Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: This study contends that reforms like tech-prep are difficult to institutionalize because they depend on collaboration between individuals and institutions not used to working together. Bragg and Layton's study of tech-prep reforms in urban community colleges reveals that the partnerships between secondary and postsecondary schools are tenuous at best. In fact, apart from articulation agreements, little tech-prep reform has occurred. And, although tech-prep was conceived as a program for all students, it is currently used only for students of average academic ability who plan to attend community college anyway. As a result, tech-prep replicates existing school tracks. Students in danger of dropping out don't get the chance to benefit from tech-prep, and the brightest students continue to go on to a university. The study also surveyed tech-prep coordinators for the most serious barriers to implementation of tech-prep. (SR)

Ordering: TLX-354, MDS-1039, Reprint Series, $2.50

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***The Role of Vocational Education in Restructured Schools (National Satellite Teleconference)***

Series: MDS-418

Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: Objectives of this hour-and-a-half teleconference were to describe different approaches to restructuring, to provide specific examples of the role of vocational education in restructuring, to discuss the leadership necessary for restructuring, to describe how restructuring can facilitate the integration of vocational and academic education, and to discuss how students benefit from restructuring when vocational education becomes an integral part of their educational experience. E. Gareth Hoachlander, Director of National Planning and Evaluation, National Center for Research in Vocational Education, University of California at Berkeley, served as the moderator. (SR)

Ordering: TLX-355, MDS-418, Videotape, $15.00

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title:	***The School Counselor and School-to-Work Transition: A Career Development Initiative***
Author:	American School Counselor Association, National Career Development Association
Date of Publication:	1995
Publishers:	Alexandria, Virginia: American School Counselor Association, National Career Development Association
Description:	This brochure developed by the authors in collaboration with the Association for Counselor Education and Supervision and the National Employment Counseling Association, contains relevant information on school-to-work transition. It provides examples of school-to-work programs and concise answers to these frequently asked questions: a) Why school-to-work?, b) What is school-to-work?, and c) What is the role of the school counselor? (SR)
Ordering:	TLX-648, 2 pages, $15.00 per 100 copies
Address:	American School Counselor Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300, 703-823-9800 Ext. 388

Title:	***The School-to-Work Transition and Youth Apprenticeship: Lessons from the U.S. Experience School-to-Work Transition Project***
Author:	Bailey, T., Merritt, D.
Editors:	Manpower Demonstration Research Corporation
Date of Publication:	March, 1993
Publishers:	New York, New York: Manpower Demonstration Research Corporation
ERIC DRS No.:	ERIC Document Reproduction Service No. ED 356 322
Description:	This report describes a project designed to assess the feasibility of youth apprenticeship in the United States by examining problems and successes of programs that include components of the apprenticeship model (student participation, educational content, location of instruction, and credentialing). Four types of similar school-to-work models were examined: agricultural education, cooperative education, high school career academics, and tech-prep. The results of the analysis were: 1) the successes of career academics, tech-prep, and agricultural education provide feasible models for combining practical and academic learning; 2) cooperative education often involves little coordination between workplaces and classrooms; 3) extensive employer involvement is necessary; 4) programs providing a broad educational foundation have difficulty meeting occupation-specific credential standards; and 5) existing models often perpetuate divisions between types of students, and when they include college bound students, they often exclude less academically oriented students. The report also includes a list of references. (RR)
Ordering:	TLX-593, 84 pages
Address:	ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110 Springfield, VA 22153-2852 (800) 443-ERIC

Title:	***The Score System: Final Report, 1995***
Author:	Collin County Community College
Editors:	Newman, B. & Ingram, S.
Date of Publication:	August, 1995
Publishers:	McKinney, Texas: Collin County Community College
Description:	This is the final report of the SCORE (School and Community Offering Resources for Employment) project to help youths acquire knowledge, skills, and attitudes necessary to pursue productive career pathways. The sections of the report include: project abstract, purpose, implementation process, coordination and linkage, and evaluation methods (structural, process, and outcome). Appendices include the project forms,

adopt-a-school program's internship packet, career assessments, career connection program schedule, career ladder employment system, summer career college, statewide presentation, advertisement materials and articles, resources, and evaluation. (Perkins grant no.: 55140008) (SR)

Ordering: TLX-232, 60 pages, $6.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas, 78736 (512) 223 8402

Title: ***The Stages of Concern about Workplace Literacy/Affective Work Competency Variables among Secondary and Postsecondary Educators (Workplace Literacy, Affective Work Competency)***

Author: University of Missouri - Columbia

Editors: Schlichting, D. S.

Date of Publication: 1994

Publishers: University of Missouri - Columbia

Description: This thesis describes a study done to determine the concerns among administrators, secondary academic /comprehensive educators, secondary vocational/practical arts educators, and postsecondary/adult educators about the educational innovation of workplace literacy/affective work competency. The participants were surveyed by using the Concern-Based Adoption Model's Stages of Concern questionnaire. A demographic data sheet was also used. The study found that there were significant differences in the stages of concern variables among all the educator groups. Awareness, Informational and Personal were generally the higher levels of concern. The administrator groups' higher level of concern was in management, consequence, collaboration and refocusing. Overall, the vocational/practical arts educators were the most concerned, and the postsecondary adult educators the least concerned. The study concluded that the diffusion of this innovation could be done through tech programming or applied academics or integration of academic and vocational curricula. (RR)

Ordering: TLX-357, 144 pages, Order No. AAC 9511721

Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***The Stages of Concern of Technical Preparation Education Among Secondary and Postsecondary Vocational and Academic Classroom Educators, Guidance Counselors, and Administrators (Vocational Educators)***

Author: University of Missouri - Columbia

Editors: Dennison, B. C.

Date of Publication: 1993

Publishers: University of Missouri - Columbia

Description: This thesis is the result of a study done to determine the concerns of secondary and postsecondary educators, guidance counselors, and administrators regarding tech-prep programs. The Stages of Concern questionnaire and a demographic data sheet were used to conduct the research at six original funded tech-prep programs in Missouri. The study revealed significant differences in the stages of concern of tech-prep among the various groups. The study concluded that the academic and vocational educators need more details about tech-prep. Educators need to communicate to learn about innovative methods and to diminish the wall between practical, liberal, and fine arts education. The academic and vocational educators and guidance counselors all need support and help from change facilitators. The secondary population and tech-prep

change facilitators need to work together for successful implementation of the programs. (RR)

Ordering: TLX-152, 150 pages, Order No. AAC 9412476

Address: UMI Dissertation Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (800) 521-3042

Title: ***The Texas Economy: A New Wave of Employment Opportunity!: A Descriptive Analysis of Trends in the Texas Economy and How They Can and Are Shaping the Texas Job Market***

Author: Texas State Occupational Information Coordinating Committee (SOICC)

Date of Publication: September, 1995

Publishers: Austin, Texas: Texas SOICC

Description: This report analyzes trends in the Texas economy related to the state workforce. A number of topics are covered, including industrial and economic changes, emerging career fields, educational and training requirements for employment, wages, and the Texas labor market. A summary is offered which applies the information in the publication to the individual process of locating a job. (JA)

Ordering: TLX-225, 40 pages

Address: Texas SOICC, Travis Building, 3520 Executive Center Drive, Suite 205, Austin, TX 78731, (800) 822-7526

Title: ***The Texas Resource Center for Work Transition Programs: Final Report, 1993***

Author: Collin County Community College

Editors: Kess, R. & Leone, N.

Date of Publication: June, 1993

Publishers: McKinney, Texas: Collin County Community College

Description: This final report documents a project which offered training and resources for educational administrators, faculty, and business employers in order to promote the growth of work transition programs in Texas. The report describes the purpose, description, and implementation of the project. Coordination and linkages formed with business and industry and state agencies are discussed. The evaluation forms are provided and evaluation results described. An annotated bibliography of the materials included in the resource center is included in the report. (Perkins No.: 33120006) (JA)

Ordering: TLX-204, 162 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***The Texas Resource Center for Work Transition Programs: Final Report, 1992***

Author: Collin County Community College

Editors: Crampton, K.

Date of Publication: June, 1992

Publishers: McKinney, Texas: Collin County Community College

Description: This final report describes a project to promote growth of a variety of work transition programs in Texas by providing professional development, training, and resources for potential and current administrators, faculty, and employers. A resource center was created to collect this material. This report provides project abstract, purpose, implementation process, coordination and linkage, and evaluation. Also included is an extensive annotated bibliography (46 pages). Appendices include: marketing material,

operational format, evaluation materials, workshops, video production information, consultant's report, newsletters, curriculum (Successful Life / Work Skills I & II), and list of board members. (Perkins grant no.: 22120002) (SR)

Ordering: TLX-231, 111 pages, $10.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas, 78736 (512) 223 8402

Title: ***The Toolbox of Resources for Staff Development***

Author: Illinois State Board of Education, Department of Adult, Vocational and Technical Education

Date of Publication: 1994

Publishers: Springfield, Illinois: Illinois State Board of Education, Department of Adult, Vocational and Technical Education

Description: Vocational and technical education special populations coordinators and program administrators will find a variety of helpful materials in this toolbox. These include: basic tools for facilitating effective staff development; implementing legislation for students of special populations; assisting students from special populations to build self-esteem; using aides, tutors and mentors to meet individual needs; and practicing with case studies. One-on-one discussions with business and industry professionals, educators, and paraprofessionals regarding challenges in working with students of special populations are also included. To increase the effectiveness of presentations, a final section suggests humorous quotes and sayings. (SR)

Ordering: TLX-624, 100 pages

Address: Office of Student Services, Illinois State Board of Education, Dept. of Adult Vocational and Technical Education, Policy and Planning-Special Populations Services, 100 North First Street, Springfield, IL 62777-0001, 217-782-0710

Title: ***The Vocational Education/Entrepreneurship Match***

Series: ERIC Digest No. 118

Author: Lankard, B. A.

Date of Publication: 1991

Publishers: Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University

Description: This ERIC digest discusses small businesses which are becoming increasingly vital to the economy. Educational institutions have a responsibility to include in their curriculum techniques for helping students develop entrepreneurial skills. This digest looks at some reasons why instruction in small business development is particularly appropriate to vocational and career education, describes some secondary school programs that deal with entrepreneurship, and presents recommendations for enhancing curriculum and instruction in small business development. (SR)

Ordering: TLX-300, 2 pages, no charge

Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title: ***The Vocational Instructor's Survival Guide***

Author: Smith, C. L., & Edmunds, N. A.

Date of Publication: 1995

Publishers: Alexandria, Virginia: The American Vocational Association

Description: Teaching vocational-technical education is a complicated business primarily because

teaching has changed tremendously in the past 12 years. With the increase in school-to-work programs, the traditional classroom has expanded to include worksites where students will learn skills needed after high school. While there is more emphasis on integrating vocational with academic teaching, there is not always clear direction on how to do so. This guide has been created by two vocational-technical educators with experience in many settings to specifically help educators meet the challenges of vocational-technical education. It offers strategies, resources, and references on a variety of topics for survival within today's educational system. Topics include the role of the vocational instructor, career guidance, integrating academic and vocational education, work-based learning, school to careers, and professional development. (SR)

Ordering: TLX-775, 96 pages, $24.95 (AVA members), $27.95 (non-members)

Address: The American Vocational Association, 1410 King Street, Alexandria, VA 22314 (800) 826-9972, fax: (703) 683-7424

Title: ***To Establish the Bonds of Common Purpose and Mutual Enjoyment***

Edition: Phi Delta Kappan, vol. 77, no. 2, p. 136-142, Oct 1995

Author: Haas, T. & Lambert, R.

Date of Publication: October, 1995

Publishers: Bloomington, Indiana: Phi Delta Kappa

Description: This journal article describes three long-lived and three recent initiatives to strengthen rural schools and their communities. The older projects described include 1) the PACERS (Program for Academic and Cultural Enhancement of Rural Schools) Cooperative of Small Schools, 29 rural Alabama schools who discuss and implement ideas for improving their schools and serving their communities; 2) REAL (Rural Entrepreneurship through Action Learning) Enterprises, a national organization whose student participants set up and run actual businesses in cooperation with a local high school or community college; 3) and the Center for School Change, a statewide program to bring about systemic change in Minnesota schools through research, marketing, and policy-making efforts. Similar projects begun recently in Nebraska, South Dakota, and in the Mississippi Delta region are also mentioned. The authors conclude with a discussion of factors common to these efforts that have contributed to their relative success. (CG)

Ordering: TLX-823

Address: Director of Administrative Services, Phi Delta Kappan, P. O. Box 789, Bloomington, IN 47402, (812) 339-1156

Title: ***To See with Soft Eyes: Strategies for Teaching & Learning in Cultural Diversity***

Series: 1994-1995 Professional Development Teleconferences

Author: STARLINK and Tarrant County Junior College

Date of Publication: February, 1995

Publishers: Dallas, Texas: STARLINK

Description: The goals of this teleconference (intended for college faculty and administrators) were to 1) define an intercultural approach to education, 2) discuss and model multicultural curriculum integration, 3) show how to create a climate of respect for cultural diversity in the classroom, and 4) provide ways of teaching cognitive and cultural diversity. Panelists included Drs. Milton and Janet Bennet, Co-founders of Intercultural Communication Institute, and Dr. Carlos Cortes of UC-Riverside. (PP)

Ordering: TLX-235, 90 minute videotape, $20.00 (in state)

Address: STARLINK, Patti Jennings, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut

Street, Dallas, TX 75243-2112, (214) 669-6501, fax: (214) 669-6699

Title:	***Total Quality Management: Application in Vocational Education***
Series:	ERIC Digest No. 125
Author:	Lankard, B. A.
Date of Publication:	1992
Publishers:	Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University
Description:	This ERIC digest discusses Total Quality Management (TQM) as a concept introduced by business and industry to establish standards and techniques that ensure the quality of products leaving and reaching firms through continuous actions rather than through one final inspection. To put this concept in operation in educational institutions, a number of implementation models and strategies have been developed. This digest focuses on some of these methods of implementation and their application to vocational education. It also describes the benefits that can be realized by adopting a quality improvement process. (SR)
Ordering:	TLX-305, 2 pages, no charge
Address:	ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815

Title:	***Total Quality Management: High School/College Course Material***
Series:	Total Quality Management
Author:	Temple Junior College
Editors:	Leigh, D.
Date of Publication:	June, 1993
Publishers:	Temple, Texas: Temple Junior College
Description:	The intent of this syllabus is to introduce the student to the principles and tools of Total Quality Management (TQM). The topics included in this course material are: the We Care Day Care case study; the numbered ball exercise; the bead exercise; and the cube team exercise. Related documents: Training Module on Statistical Process Control; Training Module on Focus on Processes; Training Module on Focus on the Customer; Training Module on Continuous Improvement; Training Module on Problem solving; Training Module on Empowerment/Teamwork; Training Module on Overview of TQM; and Walk the Talk Classroom Model. (Perkins grant no.: 33170002) (RR)
Ordering:	TLX-485, 82 pages, $8.00 (paper copy), $2.00 (disk copy)
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title:	***Total Quality Management: Program Evaluation: The TQM "Walk the Talk" Student Responsibility Classroom Model***
Series:	Total Quality Management
Author:	Temple College
Editors:	Leigh, D.
Date of Publication:	May, 1996
Publishers:	Temple, Texas: Temple Junior College
Description:	The purpose of this final report is to show the effectiveness of using the "Walk the Talk" classroom model in increasing the student performance. It describes a survey of over 300 teachers who have been subscribers of the "TQM Newsletter." A total of 75

teachers responded. The qualitative results show that there is an improvement in both student learning and discipline in classrooms which have used the "Walk the Talk" Student Responsibility Model. The data implies that benefits increase the longer teachers use the model. Copies of the survey questionnaire, results and graphs are included. (Perkins grant no: 66180005) (RR)

Ordering: TLX-706, 15 pages, $2.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Total Quality Management: Student Responsibility Workshop for Postsecondary Educators***

Series: Total Quality Management

Author: Temple Junior College

Editors: Leigh, D.

Date of Publication: June, 1995

Publishers: Temple, Texas: Temple Junior College

Description: The purpose of this workshop is to provide educators with information such as teamwork exercises, leadership, classroom assessment, empowerment, classroom applications, and group sharing. The objective is to prepare teachers to help their students become well qualified to enter the workforce. Related documents: Training Module on Overview of TQM; Walk the Talk Classroom Model; Student Responsibility Workshop for Postsecondary Educators; Walk the Talk Classroom Model Pilot Program; and Walk the Talk Student Responsibility Model: Overview of TQM . (Perkins grant no.: 55170026) (SR)

Ordering: TLX-494, 60 pages, $6.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***Total Quality Management: The TQM "Walk the Talk" Classroom Model : A Step-by-Step Guide to Implementation in the Classroom.***

Series: Total Quality Management

Author: Temple Junior College

Editors: Leigh, D.

Date of Publication: June, 1995

Publishers: Temple, Texas: Temple Junior College

Description: This guide provides classroom teachers with tools, ideas, and exercises for implementing the Walk the Talk model in their classrooms. This guide is divided into chapters with the first being an overview of the Walk the Talk classroom model and each of the following chapters containing one of the key implementation ideas. Many of the chapters include exercises for students. The final chapter provides an introduction to several of the tools of TQM along with exercises which will provide the students experience in using these tools. Related documents: Training Module on Overview of TQM; Walk the Talk Classroom Model; Walk the Talk Classroom Model Pilot Program; TQM Phase I Workshop; Student Responsibility Workshop for Postsecondary Educators; and Walk the Talk Student Responsibility Model. (Perkins grant no.: 55170026) (RR)

Ordering: TLX-486, 135 pages, $10.00 (paper copy), $2.00 (disk copy)

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***Total Quality Management: TQM Phase I Workshop***
Series: Total Quality Management
Author: Temple Junior College
Editors: Leigh, D.
Date of Publication: June, 1995
Publishers: Temple, Texas: Temple Junior College
Description: The purpose of this workshop is to develop a curriculum to prepare students entering the workforce to work in teams. It focuses on responsibility, concepts that will help in real life, empowerment, and continuous improvement. Related documents: Training Module on Overview of TQM; Walk the Talk Classroom Model; Student Responsibility Workshop for Postsecondary Educators; Walk the Talk Classroom Model Pilot Program; and Walk the Talk Student Responsibility Model: Overview of TQM . (Perkins grant no.: 55170026) (RR)
Ordering: TLX-489, 120 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***Total Quality Management: Training Module on "Continuous Improvement"***
Series: Total Quality Management
Author: Temple Junior College
Editors: Leigh, D.
Date of Publication: June, 1993
Publishers: Temple, Texas: Temple Junior College
Description: The topics in this module are on benchmarking and continuous improvement. The module includes a narrative, a benchmarking exercise, quality improvement process, a six-step improvement model, a process improvement example, a list of pitfalls to process improvement, and a bibliography. Related document: Training Module on Statistical Process Control; Training Module on Focus on Processes; Training Module on Focus on the Customer; Training Module on Problem Solving; Training Module on Empowerment/Teamwork; Training Module on Overview of TQM; Walk the Talk Classroom Model; and High School/College Course Material. (Perkins grant no.: 33170002) (RR)
Ordering: TLX-480, 53 pages, $6.00 (paper copy), $2.00 (disk copy)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***Total Quality Management: Training Module on "Empowerment/Teamwork"***
Series: Total Quality Management
Author: Temple Junior College
Editors: Leigh, D.
Date of Publication: June, 1993
Publishers: Temple, Texas: Temple Junior College
Description: This Total Quality Management (TQM) module discusses empowerment, characteristics of teams, kinds of teams, vision, training, and leadership. It includes a narrative, a discussion on employee empowerment, teamwork, leadership, training, and a bibliography. Related documents: Training Module on Statistical Process Control; Training Module on Focus on Processes; Training Module on Focus on the Customer; Training Module on Continuous Improvement; Training Module on Problem solving; Training Module on Overview of TQM; Walk the Talk Classroom Model; and High

School/College Course Material. (Perkins grant no.: 33170002) (RR)
Ordering: TLX-482, 129 pages, $10.00 (paper copy), $2.00 (disk copy)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***Total Quality Management: Training Module on "Focus on Processes"***
Series: Total Quality Management
Author: Temple Junior College
Editors: Leigh, D.
Date of Publication: June, 1993
Publishers: Temple, Texas: Temple Junior College
Description: This module entitled Focus on Processes contains a brief overview of the definition of processes, a section on process flow diagrams, and a section on process management as a description of process variation. The concept of processes is one of the key concepts within Total Quality Management. The module includes an introduction, a narrative, a description of processes, process flow diagram, process management, process variation, and a bibliography. Related documents: Training Module on Statistical process Control; Training Module on Focus on the Customer; Training Module on Continuous Improvement; Training Module on Problem Solving; Training Module on Empowerment/Teamwork; Training Module on Overview of TQM; Walk the Talk Classroom Model; and High School/College Course Material. (Perkins grant no.: 33170002) (RR)
Ordering: TLX-478, 36 pages, $4.00 (paper copy), $2.00 (disk copy)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***Total Quality Management: Training Module on "Focus on the Customer"***
Series: Total Quality Management
Author: Temple Junior College
Editors: Leigh, D.
Date of Publication: June, 1993
Publishers: Temple, Texas: Temple Junior College
Description: This Total Quality Management (TQM) module deals with the most important corner stone, the area of customer satisfaction or focus on the customer. The topics it covers are on customer satisfaction, customer surveys, and quality functional deployment. Related documents: Training Module on Statistical Process Control; Training Module on Focus on Processes; Training Module on Continuous Improvement; Training Module on Problem solving; Training Module on Empowerment/Teamwork; Training Module on Overview of TQM; Walk the Talk Classroom Model; and High School/College Course Material. (Perkins grant no.: 33170002) (RR)
Ordering: TLX-479, 57 pages, $6.00 (paper copy), $2.00 (disk copy)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***Total Quality Management: Training Module on "Overview of TQM"***
Series: Total Quality Management
Author: Temple Junior College
Editors: Leigh, D.
Date of Publication: June, 1993

Publishers: Temple, Texas: Temple Junior College
Description: This module is meant to give the student a broad background in Total Quality Management (TQM) and its influence on the business world in the United States. The topics in this module are U.S. competitiveness, paradigms and the need for change, TQM concepts, and quality gurus. The intent of these topics is to give the student an organized approach on how to keep pace and make progress in a continuously changing world. Related documents: Training Module on Statistical Process Control; Training Module on Focus on Processes; Training Module on Focus on the Customer; Training Module on Continuous Improvement; Training Module on Problem Solving; Training Module on Empowerment/Teamwork; Walk the Talk Classroom Model; and High School/College Course Material. (Perkins grant no. 33170002) (RR)
Ordering: TLX-483, 158 pages, $12.00 (paper copy), $2.00 (disk copy)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***Total Quality Management: Training Module on "Problem Solving"***
Series: Total Quality Management
Author: Temple Junior College
Editors: Leigh, D.
Date of Publication: June, 1993
Publishers: Temple, Texas: Temple Junior College
Description: This Total Quality Management (TQM) module is designed to give a brief overview of problem solving, offering a practical approach along with some of the tools that can be used. The module includes a narrative, description of problem solving process, a list of problem solving tools, a problem solving example, and a bibliography. Related documents: Training Module on Statistical Process Control; Training Module on Focus on Processes; Training Module on Focus on the Customer; Training Module on Continuous Improvement; Training Module on Empowerment/Teamwork; Training Module on Overview of TQM; Walk the Talk Classroom Model; and High School/College Course Material. (Perkins grant no.: 33170002) (RR)
Ordering: TLX-481, 77 pages, $8.00 (paper copy), $2.00 (disk copy)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***Total Quality Management: Training Module on "Statistical Process Control"***
Series: Total Quality Management
Author: Temple Junior College
Editors: Leigh, D.
Date of Publication: June, 1993
Publishers: Temple, Texas: Temple Junior College
Description: This Total Quality Management (TQM) module on statistical process control is intended to give a brief introduction to some statistical tools that can be easily used. It includes a section on process variation which teaches the student about causes of variation such as common and special causes. Three examples are also provided that will help the student become familiar with the control chart. Related documents: Training Module on Statistical process Control; Training Module on Focus on Processes; Training Module on Focus on the Customer; Training Module on Continuous Improvement; Training Module on Problem solving; Training Module on Empowerment/Teamwork; Training Module on Overview of TQM; Walk the Talk Classroom Model; and High School/College Course Material. (Perkins grant no.:

33170002) (RR)
Ordering: TLX-477, 42 pages, $4.00 (paper copy), $2.00 (disk copy)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***Total Quality Management: "Walk the Talk" Classroom Model***
Series: Total Quality Management
Author: Temple Junior College
Editors: Leigh, D.
Date of Publication: June, 1993
Publishers: Temple, Texas: Temple Junior College
Description: This model is meant to meet the needs of the student to learn Total Quality Management (TQM) and other workplace skills. This module has a sequential format which shows the teacher what work must be done prior to class, presents model activities for the first day and week of class, and describes ongoing responsibilities during the semester. Topics covered in this module are TQM competencies, student and teacher responsibilities, SCANS (Secretary's Commission on Achieving Necessary Skills) skills and competencies, and TQM classroom pilot. Related documents: Training Module on Statistical Process Control; Training Module on Focus on Processes; Training Module on Focus on the Customer; Training Module on Continuous Improvement; Training Module on Problem Solving; Training Module on Empowerment/Teamwork; Training Module on Overview of TQM; and High School/College Course Material. (Perkins grant no.: 33170002) (RR)
Ordering: TLX-484, 55pages, $6.00 (paper copy), $2.00 (disk copy)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***Total Quality Management: "Walk the Talk" Classroom Model Pilot Program***
Series: Total Quality Management
Author: Temple Junior College
Editors: Leigh, D.
Date of Publication: June, 1994
Publishers: Temple, Texas: Temple Junior College
Description: The purpose of this guide is to prepare students entering the workforce to work in teams. It also teaches responsibility, concepts that will help in real life, empowerment, and continuous improvement. The key elements of this model are: 1) joint development of a class vision; 2) joint determination of and adherence to a set of class values; 3) determination of who are customers of the class; 4) participation as members of class teams; 5) definition and measurement of class equity; 6) implementation of problem solving skills; and 7) measurement of the continuous improvement of class quality. Related documents: Training Module on Overview of TQM; Walk the Talk Classroom Model; TQM Phase I Workshop; Student Responsibility Workshop for Postsecondary Educators; Walk the Talk Student Responsibility Model. (Perkins grant no.. 44170031) (RR)
Ordering: TLX-487, 79 pages, $6.00 (paper copy), $2.00 (disk copy)
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title: ***Total Quality Management: "Walk the Talk" Student Responsibility***

BEST COPY AVAILABLE

	Model: Overview of TQM
Series:	Total Quality Management
Author:	Temple Junior College
Editors:	Leigh, D.
Date of Publication:	June, 1995
Publishers:	Temple, Texas: Temple Junior College
Description:	The purpose of this workshop is to develop a curriculum to prepare students entering the workforce to work in teams. It focuses on responsibility, concepts that will help in real life, empowerment, and continuous improvement. The topics covered by the workshop are: 1) joint development of a class vision; 2) determination of and adherence to a set of class values; 3) identification of customers and measurement of their satisfaction; 4) participation as members of class teams; 5) definition and measurement of class quality; 6) focus on key measurements of class quality and stress on continuous improvement; and 7) development and use of problem solving and decision making skills. Graphs, tables, and other related materials are included. Related documents: Training Module on Overview of TQM; Walk the Talk Classroom Model; TQM Phase I Workshop; Student Responsibility Workshop for Postsecondary Educators; Walk the Talk Classroom Model Pilot Program. (Perkins grant no.: 55170026) (RR)
Ordering:	TLX-488, 64 pages, $6.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy. 290W, Austin, Texas 78736, (512) 223 8402

Title:	***Tracking Special Populations Using Microcomputers: Student Tracking and Information Retrieval System***
Author:	Dallas County Community College
Editors:	Aquino, F. J. & Smith, S. R.
Date of Publication:	1992
Publishers:	Dallas, Texas: Dallas County Community College
Description:	This guide describes a student tracking and information retrieval system. A user friendly database to assist personnel of postsecondary institutions in documenting student outcomes, especially the special population students was developed. This guide gives descriptions of the various fields of the student tracking Foxpro database. This guide accompanies the disk with the database program. (Perkins grant no.: 22130001) (SR)
Ordering:	TLX-68, 30 pages, $4.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title:	***Transition the IDEA Way: Agency Guide***
Author:	Repetto, J. B., Weiss, K. E., Houchins, D. E., Hooper, J., Salazar, B., Bammieh, N., Schwartz, S. E.
Date of Publication:	1995
Publishers:	Gainesville, Florida: Florida Department of Education
Description:	The purpose of this guide is to assist service agency personnel in implementing the transition services requirements outlined in Individuals with Disabilities Education Act (IDEA). One aspect of this implementation is to redefine the Individual Education Plan (IEP) process for students with disabilities who are age 16 and older (and younger if appropriate). This guide specifically addresses information needed to provide high-quality transition services through the IEP process. The guide is divided into five parts: 1) laws and regulations; 2) adult service agencies; 3) interagency collaboration;

4) an IEP process; and 5) action at the local level. (RR)

Ordering: TLX-778, 120 pages

Address: Clearinghouse/Information Center, Bureau of Student Services and Exceptional Education, Division of Public Schools, Florida Department of Education, Florida Education Center, Suite 622, Tallahassee, Fl 32399-0400, (904) 488 1879

Title: ***Transition the IDEA Way: Implementation Guide***

Author: Repetto, J. B., Thomas, S., Schwartz, S. E.

Date of Publication: 1993

Publishers: Gainesville, Florida: Florida Department of Education

Description: The purpose of this implementation guide is to assist administrators and educators to implement the transition services requirements outlines in Individuals with Disabilities Education Act (IDEA). This guide specifically addresses information needed to provide high quality transition services through the Individual Education Plan (IEP) process. The sections of the guide are titled: 1) Laws and Regulations; 2) State Perspective; 3) Guide for Administrators; 4) Interagency Collaboration; and 5) Guide for Teachers. The appendix contains a list of acronyms, definitions, national toll-free numbers, national and state resource numbers, a list of national organizations, and a list of national clearinghouses. (RR)

Ordering: TLX-777, 250 pages

Address: Clearinghouse/Information Center, Bureau of Student Services and Exceptional Education, Division of Public Schools, Florida Department of Education, Florida Education Center, Suite 622, Tallahassee, FL 32399-0400, (904) 488 1879

Title: ***Transition the IDEA Way: Transition Resources: A Guide for Everyone***

Author: Florida Department of Education

Editors: Wikfors, E. L., Repetto, J. B., Schwartz, S. E.

Date of Publication: 1994

Publishers: Gainesville, Florida: Florida Department of Education

Description: The purpose of this guide is to familiarize administrators, educators, service providers, parents, and anyone else interested in transition for students with disabilities, with some of the resources and services available. This guide is divided into two parts. Part A contains an annotated bibliography of resources currently available in the area of transition. Part B contains resources available such as agencies, associations, and organizations, clearinghouses, journals, newsletters, and toll-free telephone numbers of organizations and resources. (RR)

Ordering: TLX-779, 157 pages

Address: Clearinghouse/Information Center, Bureau of Student Services and Exceptional Education, Division of Public Schools, Florida Department of Education, Florida Education Center, Suite 622, Tallahassee, Fl 32399-0400, (904) 488 1879

Title: ***True Reform or Tired Retread? 7 Questions to Ask About School-to-Work Programs***

Series: MDS-887

Author: Grubb, W. N.

Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: This paper contends that school-to-work programs are the most recent reforms to hit the education system. With the appeal of novelty, they have entered the lists of

changes to be implemented over the next few years. The possibilities for school-to-work programs are enormous, yet without a clear vision of how high schools should change, there is a real risk that school-to-work programs will follow a cycle of proposal, enthusiasm, and collapse, without creating any real, long-term change. To avoid this, there must be a clear vision of change. The author lists seven specific issues that school-to-work programs must confront and explores potential problem areas. (SR)

Ordering: TLX-360, MDS-887, Reprint Series, $2.00

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Understanding and Applying Child Labor Laws to Today's School-to-Work Transition Programs***

Edition: CenterFocus, no. 8

Author: Beyer, D.

Date of Publication: April, 1995

Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

Description: This article looks at school-to-work transition programs and child labor laws. Today more teenagers are working at more types of jobs, during more weeks of the year, for longer weekly hours than before. According to statistics, there are more youth occupational injuries reported than adult ones. All these are reasons for the existence of extensive and comprehensive federal and state child labor laws. The School-to-Work Opportunities Act requires that the federal and state child labor laws will apply to its employment and employment-related programs, and that compliance with these restrictions is mandatory. It is crucial that those involved with the implementation of the Act fully understand the laws involved. This article also looks at some of these laws for various age groups. View the document at http://vocserve.berkeley.edu/CenterFocus/cf8.html. (SR)

Ordering: TLX-549, 12 pages, $2.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Using Professional Development to Facilitate Vocational and Academic Education Integration: A Practitioner's Guide***

Author: Finch, C. R., Schmidt, B. J., Faulkner, S. L.

Editors: National Center for Research in Vocational Education

Date of Publication: November, 1992

Publishers: Berkeley, CA: The National Center for Research in Vocational Education (NCRVE)

ERIC DRS No.: ERIC Document Reproduction Service No. ED 352 456

Description: This guide focuses on ways to use professional development to assist educators in transforming their schools to more futuristic structures where vocational and academic education integration flourishes. The topics discussed include: several of the new demands and realities associated with professional development; vocational and academic education integration viewed in the context of an emerging professional development paradigm; and professional development approaches that administrators, teachers, and counselors can use to facilitate the integration of vocational and academic education. These approaches are summarized in a list of suggestions for providing relevant professional development. (RR)

Ordering: TLX-597, 26 pages

Address: NCRVE Material Distribution Service, Western Illinois University, 1 University

Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Using Youth Apprenticeship to Improve the Transition to Work: An Evaluation of System Development in Eight States***
Author: Council of Chief State School Officers
Date of Publication: 1994
Publishers: Washington, DC: Council of Chief State School Officers
Description: In 1992, both the U.S. Department of Labor (DOL) and the Council for Chief State School Officers (CCSSO) awarded grants for the development of statewide systems to enhance school-to-work transition through youth apprenticeship. Eight states became recipients of one-year demonstration grants: California, Iowa, Maine, Michigan, Oregon, Pennsylvania, West Virginia, and Wisconsin. To assess the grantees' success, DOL and CCSSO arranged for a joint evaluation of the two programs. The evaluation was intended to report on the operations and effects of the DOL and CCSSO demonstration programs and address the question of how states might stimulate the development of powerful systems for the provision of school-to-work transition opportunities. This executive summary offers a snapshot of the evaluation covering the progress of the eight states. It includes a discussion of the organizational challenges, funding constraints, and time pressures that the eight states faced as they sought to implement their school-to-work initiatives. It highlights the study's findings in five key areas: 1) the program elements that can contribute to state-based school-to-work transition systems; 2) state-level governance mechanisms that can facilitate working relationships among secondary and postsecondary education agencies, state labor and employment agencies, registered apprenticeships, employers, and labor organizations; 3) state actions that can promote systemic change; 4) state actions that can facilitate employer involvement in system development and the provision of work-based learning opportunities; and 5) the contribution of national demonstration grants to the development of state systems. (SR)
Ordering: TLX-638, 28 pages, single copies no charge
Address: CCSSO Resource Center on Educational Equity, One Massachusetts Avenue, N.W. Suite 700, Washington, DC 20001, 202-408-5505

Title: ***Vocational Education's Role In Dropout Prevention***
Series: ERIC Digest No. 133
Author: Imel, S.
Date of Publication: 1993
Publishers: Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education.
Description: This ERIC digest describes vocational education as a powerful force in increasing the number of high school graduates. Federally funded vocational education dropout prevention projects have led to the development of an enhanced vocational education program model. This model's curriculum component includes academics, vocational - technical training, employability skills training, and life-coping skills training. A description of a dropout prevention program based on one of the demonstration projects is given. (PP)
Ordering: TLX-186, 2 pages, no charge
Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800)848-4815

Title: ***Vocational Teacher Education: At a Crossroads***

Edition:	Vocational Education Journal, vol. 71, n.1, p.22-25, 61, Jan 1996
Date of Publication:	January, 1996
Publishers:	Alexandria, Virginia: American Vocational Association
ERIC DRS No.:	ERIC Document Reproduction Service No. EJ 514 438
Description:	This article looks at the issue of vocational teacher education. Schools and states are responding to declining enrollments and need for educational reform in vocational and technical teacher education. At least 10% of colleges and universities have closed their programs, and many teachers receive no formal preparation before beginning their careers. (SR)
Ordering:	TLX-818
Address:	American Vocational Association, 1410 King Street, Alexandria, VA 22314 (800) 826-9972, fax: (703) 683-7424

Title:	***Women and Entrepreneurship***
Series:	ERIC Digest No. 143
Author:	Kerka, S.
Date of Publication:	1993
Publishers:	Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University
Description:	This ERIC digest discusses women-owned businesses which have increased in numbers since 1980. In addition to the challenges typically faced by most entrepreneurs, women often encounter other barriers to business ownership. This digest looks at the types of businesses started by women and the characteristics of female entrepreneurs, the barriers they face, and emerging approaches that are helping women succeed. (SR)
Ordering:	TLX-317, 2 pages, no charge
Address:	ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815

Title:	***Women in Skilled Trades: WIST Curriculum Guide***
Author:	North Lake College
Editors:	Abatso, Y., Sullivan, L., Gargano, J.
Date of Publication:	June, 1996
Publishers:	Irving, Texas: North Lake College
Description:	This curriculum guide is for the use of anyone who is interested in replicating the Women in Skilled Trades (WIST) Project done at the North Lake College to increase the numbers of equity enrollments in two-year technical programs. This aim of this project was to provide low income women - primarily women who are single parent heads of households, displaced homemakers, and single pregnant women - with marketable skills and career awareness in building maintenance and repair. The guide is divided into four sections: 1) Introduction; 2) Prerequisite; 3) Training Curriculum; and 4) Evaluation of Curriculum and Recommendations. (Perkins grant no.: 66150005) (RR)
Ordering:	TLX-737, 70 pages, $6.00
Address:	TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title:	***Women in Skilled Trades, WIST: Project Manual***
Author:	North Lake College
Editors:	Abatso, Y., Sullivan, L., Gargano, J.

Date of Publication: June, 1996
Publishers: Irving, Texas: North Lake College
Description: This project manual is for the use of anyone who is interested in replicating the Women in Skilled Trades (WIST) Project done at the North Lake College to increase the numbers of equity enrollments in two-year technical programs. This aim of this project was to provide low income women - primarily women who are single parent heads of households, displaced homemakers, and single pregnant women - with marketable skills and career awareness in building maintenance and repair. The manual is divided into seven sections: 1) Introduction; 2) Project objectives; 3) Project Management; 4) Project activities, timeline, evaluation and outcome; 5) Results; and 6) Appendix. (Perkins grant no.: 66150005) (RR)
Ordering: TLX-743, 66 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736, (512) 223 8402

Title: ***Women in Technology Project Opportunity: Final Report, 1994***
Series: Women in Technology Project Opportunity
Author: El Paso Community College District
Editors: Di Benedetto, V. & Ortiz, R.
Date of Publication: June, 1994
Publishers: El Paso, Texas: El Paso Community College District
Description: This final report describes a project to help women enter nontraditional fields with the essential preparation needed to succeed in the world of technology. A brief section on objectives is given. Project goals, activities, and performance measures are given. Included in the appendices are: obstacles encountered; empowerment workshop material; self-investment syllabus; job description for work study aide; graphs describing participants; program forms; student survey; work study locations; advertising material; agencies where program was advertised; list of project's applicants; career exploration workshops; program participants; orientation packet; support services; work study program participants; program evaluation; mentoring handbook and list of mentors; and graduation material. Related products: final reports for project years 1993 and 1995. (Perkins grant no.: 44150006) (SR)
Ordering: TLX-89, 75 pages, $6.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Women in Technology Project Opportunity: Final Report, 1995***
Series: Women in Technology Project Opportunity
Author: El Paso Community College District
Editors: Di Benedetto, V. & Ortiz, R.
Date of Publication: July, 1995
Publishers: El Paso, Texas: El Paso Community College District
Description: This final report describes a project designed to help women enter nontraditional fields with the essential preparation they need in technology. A brief section on objectives and major activities is given. Project goals, activities, and performance measures are given. Included in the appendices are: obstacles encountered; empowerment workshop material; correlational matrix of SCANS competencies and VICA's (Vocational Industrial Club of America) total quality curriculum; self-investment syllabus; publicity material; list of agencies where program has been advertised; VICA, what it is and description; a list of program participants; program evaluation; and graduation material. Related products: final reports for 1993 and 1994. (Perkins grant no.:

55150009) (SR)
Ordering: TLX-123, 116 pages, $10.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: ***Work-Based Learning in Two-Year Colleges in the United States***
Series: MDS-721
Author: Bragg, D. D., Hamm, R. E., & Trinke, K. A.
Date of Publication: February, 1995
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)
ERIC DRS No.: ERIC Document Reproduction Service No.: ED 378 446
Description: This report documents the first of two studies on the status of work-based learning in America's community, junior, and technical colleges. The intent of this first study was to determine the aggregate depth, scope, and quality of work-based learning in the nation's two-year colleges. The timing of this research just prior to passage of the federal School-To-Work Opportunities (STWO) legislation provides a baseline from which progress on implementation of new work-based learning programs involving two-year postsecondary education can be assessed. The overarching goal, as STWO legislation overlays the nation's educational system, is to learn if America has or may soon have in place the structures to meet new federal STWO directives. (SR)
Ordering: TLX-525, MDS-721
Address: NCRVE Material Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390, 800-637-7652

Title: ***Work-Based Registration Forms for Industry***
Author: Upper Rio Grande Tech Prep Consortium
Publishers: El Paso, Texas: El Paso Community College
Description: This peripheral material is a group of forms for businesses interested in signing up to help improve the quality of education in their community. It contains a business consent form, a copy of a job shadowing model, a job shadowing evaluation sheet, details on job school-to-work transition internships, a job worksheet, a job internship evaluation sheet, details on registered apprenticeship, and parent's consent and release of liability form. (RR)
Ordering: TLX-662, 10 pages, $2.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, Texas 78736, (512) 223-8402

Title: ***Workforce Development and Training: North Lake College/Abbott Laboratories Pre-Qualification Curriculum AxSym Electro-Mechanical Assembler Training Curriculum Module (Job Group #2)***
Series: Workforce Development and Training
Author: North Lake College - Dallas County Community College District
Editors: Division of Workforce Development and Training
Date of Publication: 1995
Publishers: Irving, Texas: North Lake College - DCCCD
Description: This electromechanical assembler (EMA) module focuses on communications and computation skills training. It is designed to provide twenty contact hours of training to EMAs who are responsible for building subassemblies and final assemblies which are manufactured by Abbott Labs. Of nine critical job performance skills identified,

three were targeted: 1) read and comprehend video manufacturing instructions; 2) fill out Non-Conformance Report (NCR) & other department forms; and 3) comprehend and participate in Good Manufacturing Practices (GMP) training as well as other technical and site training courses. The three-part foundation SCANS (Secretary's Commission on Achieving Necessary Skills) skills (basic skills, thinking skills, and personal qualities) are cross-referenced to the Job Performance Skills, Educational, and Prerequisite Educational Skills listed on the Curriculum Scope and Sequence. The individual sections included in this module are: curriculum scope and sequence; individual learning plan; module's educational objectives; written & oral skill assessment and evaluation of individual performance; curriculum summaries for learning units & learning activities; and evaluation of training effectiveness. Related products: six manuals in the Workforce Development and Training series. (Perkins grant no.: 55110001) (JA)

Ordering: TLX-13, 250 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Workforce Development and Training: North Lake College/Abbott Laboratories Pre-Qualification Curriculum, AxSym Electronics Training Curriculum Module (Job Groups #3)***

Series: Workforce Development and Training

Author: North Lake College - Dallas County Community College District

Editors: Division of Workforce Development & Training

Date of Publication: 1995

Publishers: Irving,Texas: North Lake College - DCCCD

Description: This module for electronics technicians focuses on communications and math skills training. It is designed for twenty contact hours and targets technicians responsible for testing newly assembled AxSym units which are manufactured by Abbott Labs. Of eight job performance skills identified as critical, three were targeted for this module: 1) read, comprehend, and follow instructions given in the test procedure and other instructions/documents; 2) describe electronic and mechanical system failures in writing for department forms; and 3) comprehend and participate in Electrostatic Discharge (ESD) training, as well as technical and other classroom training. The three-part foundation SCANS (Secretary's Commission on Achieving Necessary Skills) skills (basic skills, thinking skills, and personal qualities) are cross-referenced to the Job Performance Skills, Educational, and Prerequisite Educational Skills listed on the Curriculum Scope and Sequence. The individual sections included in this module are: curriculum scope and sequence, individual learning plan, module's educational objectives, and written & oral skill pre- and post-assessments and evaluation of individual performance, i.e., which skills assessed and why. Related produces: six manuals in the Workforce Development and Training series. (Perkins grant no.: 55110001) (JA)

Ordering: TLX-14, 220 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Workforce Development and Training: North Lake College/Abbott Laboratories Pre-Qualification Curriculum Matrix-Final Assembly Training Curriculum Module (Job Group #1)***

Series: Workforce Development and Training

Author: North Lake College - Dallas County Community College District

Editors: Division of Workforce Development and Training
Date of Publication: 1995
Publishers: Irving, Texas: North Lake College - DCCCD
Description: This matrix-final assembly module focuses on communications and math skills training. It is designed to provide twenty contact hours to the electromechanical assemblers (at Abbott Labs) who build the Matrix, a benchtop (small) diagnostic machine which is used to identify allergens. Of the seven job performance skills identified as critical to matrix final assembly, three were targeted for this module: 1) locate operating procedures (OP) and other important assembly information in supervisor's file and other appropriate sources; 2) locate essential assembly information on drawing and other matrix documents; and 3) comprehend and participate successfully in safety training. The Three-Part Foundation SCANS (Secretary's Commission on Achieving Necessary Skills) skills (basic skills, thinking skills, and personal qualities) are cross-referenced to the job performance skills, educational, and prerequisite educational skills listed on the curriculum scope and sequence. The individual sections included in this module are: module overview, curriculum scope and sequence, individual learning plan, module's educational objectives, written and oral skill assessment and evaluation of individual performance (in general, which skills assessed and why), curriculum summaries for learning units and learning activities, and evaluation of training effectiveness. There are six related manuals in the Workforce Development and Training series. (Perkins grant no.: 55110001) (JA)
Ordering: TLX-99, 190 pages, $12.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Workforce Development and Training: North Lake College/NCH-Mohawk Laboratories Pre-Technical Training Curriculum Customer Shipping Order Filler/Order Checker Training Curriculum Module (Job Group #3)***
Series: Workforce Development and Training
Author: North Lake College - Dallas County Community College District
Editors: Division of Workforce Development & Training
Date of Publication: 1995
Publishers: Irving, Texas: North Lake College - DCCCD
Description: This customer shipping order filler/order checker training module focuses on communications and computational skills. It is designed to provide twenty contact hours. At NCH-Mohawk Labs, the customer shipping order filler/order checker inspects product containers for proper product and shipping labeling and for cross-referencing the bill of lading shipping documents with the shipping containers. These skills were targeted for this module: 1) identify, acquire (read, or speak/listen), and organize written/spoken resources for daily activities; 2) cross-reference bill of lading, shipping stickers, and containers for accurate products, labeling, stencils, and dock locations according to company and Department of Transportation packaging and shipping regulations; 3) observe safety/OSHA/DOT/EPA/plant regulations; and 4) troubleshoot problems - - communicate information with carriers, sales staff, customers, and intra-company department personnel by telephone, in person, or in writing. The Three-Part Foundation SCANS (Secretary's Commission on Achieving Necessary Skills) skills (basic skills, thinking skills, and personal qualities) are cross-referenced to the job performance skills, educational, and prerequisite skills listed on the curriculum scope and sequence. Included in this module are: module overview, curriculum scope and sequence, individual learning plan, assessments (communications and math), documents and facilitator's guidelines, instructions for administering and

scoring, outline of curriculum summaries for learning units, and individual curriculum summaries with learning activities. There are six related manuals in this series. (Perkins grant no.: 55110001) (JA)

Ordering: TLX-98, 225 pages, $14.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Workforce Development and Training: North Lake College/NCH-Mohawk Laboratories Pre-Technical Training Chemical Pre-Weigh/Mixer Training Curriculum Module (Job Group #1A & #1B) "Section I"***

Series: Workforce Development and Training

Author: North Lake College - Dallas County Community College District

Editors: Division of Workforce Development & Training

Date of Publication: 1995

Publishers: Irving, Texas: North Lake College - DCCCD

Description: This chemical pre-weigh operators and chemical mixers training module focuses on communications and computational skills training. It is designed to provide forty contact hours of training. At NCH-Mohawk Labs the pre-weigh operators retrieve, weigh, and prepare the raw materials for the chemical mixers who actually mix the raw materials to make the chemical products in the manufacturing process. Of twelve job performance skills identified, five were chosen for the focus of this module: 1) anticipate and adapt to job situation changes through communication skills; 2) observe safety/OSHA/plant regulations; 3) measure/calculate/weigh out raw materials; 4) maintain/inspect equipment; and 5) prepare/plan/acquire raw materials for mixing. The Three-Part Foundation SCANS (Secretary's Commission on Achieving Necessary Skills) skills (basic skills, thinking skills, and personal qualities) are cross-referenced to the job performance skills, educational, and prerequisite skills listed on the curriculum scope and sequence. The individual sections included in this module are: module overview, curriculum scope and sequence, individual learning plan, assessments (communications and computational skills) and facilitator's guidelines (documents and instructions for administering and scoring assessments), outline of curriculum summaries for learning units, and individual curriculum summaries with learning activities.There are six related manuals in the Workforce Development and Training series. (Perkins grant no.: 55110001) (JA)

Ordering: TLX-107, 300 pages, $17.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Workforce Development and Training: North Lake College/NCH-Mohawk Laboratories Pre-Technical Training Chemical Pre-Weigh/Mixer Training Curriculum Module (Job Group #1A & #1B) "Section II"***

Series: Workforce Development and Training

Author: North Lake College - Dallas County Community College District

Editors: Division of Workforce Development & Training

Date of Publication: 1995

Description: This Section II of the chemical pre-weigh operators and chemical mixers training module contains curriculum summary number five which focuses on communications specifically designed for chemical pre-weigh operators and chemical mixers at NCH-Mohawk Labs. This curriculum unit is titled: Organizing, Accessing, and Using

Written Company and Regulatory Information. The three sessions deal with: 1) survey/skim/scan a procedure; 2) batch mixing procedures, primary work order pre-weigh procedures; and 3) material safety data sheet plant safety procedures/personal protective equipment. The SCANS (Secretary's Commission on Achieving Necessary Skills) skill competencies cross-referenced are: basic skills, thinking skills, personal qualities, resources, interpersonal, information, and systems. There are six related manuals in the Workforce Development and Training series. (Perkins grant no.: 55110001) (JA)

Ordering: TLX-108, 275 pages, $17.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Workforce Development and Training: Process Manual for Customized Essential Skills Curriculum Development Supporting Technical/Regulatory Training and SCANS Foundation Skills***

Series: Workforce Development and Training

Author: North Lake College - Dallas County Community College District

Editors: Orfanos, D. & Fitzsimmons, M.A.

Date of Publication: May, 1995

Publishers: Irving, Texas: North Lake College - DCCCD

Description: This manual was developed to aid curriculum developers and instructors in the process of curriculum design. It grew out of a project conducted by North Lake College, Division of Workforce Development & Training, to implement a workable curriculum development process for customized essential skills training tied to technical and regulatory training in the workplace. The process integrated the customized SCANS (Secretary's Commission on Achieving Necessary Skills)-based essential skills curricula for manufacturing workers in the biomedical instrumentation and chemical industries. This manual describes all steps involved in the needs analysis and curriculum structure. The forms used are included. The needs analysis section contains the following: key job categories, regulatory and technical training; supervisor/manager needs analysis, employee needs analysis, skills development analysis; and training observation. The curriculum structure contains these sections: module overview and curriculum summary outline; scope and sequence; individual learning plan; evaluation/assessments, facilitator's guidelines and evaluation standards; curriculum summaries and learning activities; field-testing; and lessons learned. There are six related manuals in the Workforce Development and Training series. (Perkins grant no.: 55110001) (JA)

Ordering: TLX-109, 180 pages, $12.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Workforce in Transition--A Blueprint for Adult Career Development and Job Search Training***

Author: National Occupational Information Coordinating Committee

Date of Publication: 1994

Publishers: Stillwater, Oklahoma: NOICC Training Support Center

Description: This binder was designed for counselors to help clients with career development, job search training, and placement. Basic principles and suggested processes that professionals can use to build a program and adapt it to their diverse style and clientele are covered. With this resource students learn to help themselves, using the information provided to prepare, organize, and conduct a successful job search

campaign. (JA)
Ordering: TLX-401, 295 pages
Address: Customer Service, Oklahoma Dept. of Vo-Tech, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (800) 654-4502, fax: (405) 743-5154

Title: ***Workplace Briefing Sessions: An Evaluation of the Pilot Project in Electronics***
Author: Austin Community College
Editors: Hershey, S.
Date of Publication: August, 1993
Publishers: Austin, TX: Austin Community College
Description: This report evaluates the effectiveness of workplace briefing sessions in which students tour a work site with their teachers, learn about what personal and professional skills that they will need to perform a job successfully, and keep a journal of these activities. Any educators interested in starting a similar program should read this report. The workplace briefing sessions consisted of a series of structured activities focusing on hiring, shadowing, orientation, and debriefing. The report explains in detail how to set up a program like this and the response of students and teachers. The report also seeks to help educators create programs and curricula that will satisfy the demands of the workplace. The report concludes by explaining all the elements a successful workplace briefing session should have. The appendix includes a sample work journal, materials from sponsoring companies, a test preparation guide for a technical knowledge test, and a sample agenda. (Perkins grant no.: 33140001) (KK)
Ordering: TLX-454, 160 pages, $12.00
Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Title: ***Workplace Literacy: Lessons from Practice***
Series: ERIC Digest No. 131
Author: Kerka, S. & Imel, S.
Date of Publication: 1993
Publishers: Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University
Description: This ERIC digest focuses on workplace literacy, that is, all workers will have the opportunity to acquire the knowledge and skills needed to adapt to constantly emerging new technologies, new work methods, and new markets through public and private vocational, technical, workplace, or other innovative programs. Status of workplace literacy, descriptions of some workplace literacy programs, and resources for additional information are given. (SR)
Ordering: TLX-310, 2 pages, no charge
Address: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800) 848-4815

Title: ***Youth Apprenticeship: Lessons from the U.S. Experience***
Edition: CenterFocus, no.1
Author: Bailey, T. & Merritt, D.
Date of Publication: July, 1993
Publishers: Macomb, Illinois: The National Center for Research in Vocational Education (NCRVE)

ERIC DRS No.: ERIC Document Reproduction Service No. ED 361 526

Description: This article discusses the various aspects of youth apprenticeship. Although there is no fixed definition of youth apprenticeship, a consensus is emerging based on four basic components: student participation, educational content, location of instruction, and credentialing. This article looks in depth at these four components based on four school-to-work programs in the U.S. that share some features with youth apprenticeship namely, agricultural education, cooperative education, career academies, and tech-prep. The article also looks at the limitations of these components. View the document at http://vocserve.berkeley.edu/CenterFocus/cf1.html. (SR)

Ordering: TLX-548, 9 pages, $2.00

Address: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Title: *Career Developments*
Editors: Beatty, M. A.
Publishers: Alexandria, Virginia: National Career Development Association
Description: This official newsletter of the National Career Development Association (NCDA, a division of the American Counseling Association) is published quarterly in March, June, September, and December. Subscriptions to the newsletter are included with NCDA membership. NCDA, formerly the National Vocational Guidance Association, is for professionals or others interested in career development, career counseling and guidance, or career education programs and practices in a school, business and industry, college, or community setting. NCDA promotes professional growth and development, through a variety of services and benefits designed to increase the effectiveness of career development professionals. (SR)
Ordering Info: TLX-650, Free with NCDA membership
Address: National Career Development Association, 5999 Stevenson Avenue, Alexandria, VA 22304

Title: *Career Education News*
Publishers: California: Diversified Learning, Inc.
Description: Coverage of issues, programs, projects, materials, and events related to areas such as career education, school-to-work transition, industry-education collaboration in academic and vocational education at all levels, preparation for work, and school improvement are featured in this newsletter. Industry-education practitioners will find this newsletter useful in providing up-to-date coverage of work/education activities. It is published the first and fifteenth of every month, September through June. (SR)
Ordering Info: TLX-651, $60.00
Address: Diversified Learning, Inc., 72-300 Vallant Road Rancho Mirage, CA 92270

Title: *Career Opportunities News*
Editors: Calvert, R., Jr.
Publishers: Maryland: Garrett Park Press
Description: Published six times a year, this newsletter features articles on occupational trends, new reports and books, fields with jobs, information of special interest to women and minorities, free and inexpensive career materials, book reviews, and much more. A bonus chart on some phase of career life is enclosed with each issue. (SR)
Ordering Info: TLX-101, $30/year ($25 prepaid)
Address: Garrett Park Press, P. O. Box 190M, Garrett Park, MD 20896

Title: *Career Planning and Adult Development Newsletter*
Editors: Knowdell, R. L.
Publishers: San Jose, California: Network Career Planning and Adult Development Network
Description: Written for career counselors, human resource specialists, educators, and researchers, this newsletter provides information on current issues, events, and resources of professional interest about career planning and human resource development. (SR)
Ordering Info: TLX-652, included in membership
Address: Network Career Planning and Adult Development Network, 4965 Sierra Road, San Jose, CA 95132 (408) 559-4946.

Title: *Change Agent*
Author: The National Center for Research in Vocational Education
Publishers: Berkeley, California: The National Center for Research in Vocational Education (NCRVE)

Description: Published quarterly, this newsletter provides information on some of the research done on issues in vocational education, key findings for front-line practitioners and policy makers, and ordering information on the publications listed in the issues. (SR)
Ordering Info: TLX-102, $25/year
Address: NCRVE, Western Illinois Univ., 46 Horrabin Hall, Macomb, IL 61455

Title: *Community College Journal*
Editors: Roche, J.
Publishers: Washington, DC: American Association of Community Colleges
Description: This journal is published six times a year to update community college professionals on issues that two-year colleges encounter. Educational essays on teaching, workforce training, financing, minority recruitment, use of technology on campuses are some of the issues covered in this journal. Other information provided are guest editorials, research report interviews with key decision makers, innovative programs and changes occurring at community college level, and book reviews. (SR)
Ordering Info: TLX-103, $27/year
Address: AACC, P. O. Box 273, Washington, DC 20055

Title: *DCDT Capital Connection Policy Newsletter*
Editors: Kochhar, C. A.
Publishers: Washington, DC: Division on Career Development and Transition, The George Washington University; Mankato State University
Description: This quarterly newsletter provides up-to-date analysis of policy reforms in education, vocational education, job training and labor, rehabilitation, and welfare. It is published jointly by the Division on Career Development and Transition at George Washington University and Mankato State University. Each issue contains information about: policy focus, policy highlights focus issue, policy to practice, editor's introduction, and must see print and online resources. (SR)
Ordering Info: TLX-104, $20.00/year
Address: Dept. of Teacher Prep. & Special Education, Funger Hall, Suite 524, 2201 G. St., NW, Washington, DC 20052

Title: *Journal of Career Assessment*
Editors: Walsh, W. B.
Publishers: Odessa, Florida: Psychological Assessment Resources, Inc.
Description: Journal of Career Assessment is published quarterly by Psychological Assessment Resources, Inc. The purpose of this journal is to provide methodologically sound, empirically based studies focusing on the process and techniques by which counselors and others gain understanding of the individual faced with the necessity of making informed career decisions. Manuscripts describing innovative career assessment strategies, developments in instrumentation, and validation of theoretical constructs are featured. Other topics addressed in the Journal include relationships among existing instruments, career assessment procedures, relationships between assessment and career counseling/development, and review articles of career assessment strategies and techniques. (SR)
Ordering Info: TLX-654, $40.00/year (prepaid subscription)
Address: Psychological Assessment Resources, Inc. P.O. Box 998, Odessa, FL 33556 (800) 331-TEST

Title: *NAIEC Newsletter*
Editors: Pace, V. R.
Publishers: Buffalo, New York: National Association for Industry-Education Cooperation
Description: Published six times a year, this newsletter provides updates on NAIEC's activities, legislation, education policy, industry-education councils, conferences, and resources. Each issue contains information on newest developments of industry-education collaboration in school improvement for public, private, and postsecondary levels, career education, work and education related programs, NAIEC briefs, calendar of events, and resources. (SR)
Ordering Info: TLX-105, $25/year
Address: NAIEC, 235 Hendrics Blvd., Buffalo, NY 14226-3304

Title: *Northwest Report*
Author: Northwest Regional Educational Laboratory
Editors: Caudell, L. S.
Publishers: Portland, Oregon: Northwest Regional Educational Laboratory
Description: This newsletter serves as the Northwest Regional Educational Laboratory's vehicle for disseminating information on topical issues, research, resources, and effective programs. Each issue offers in-depth discussion on a specific population (topics or issues, such as American Indian Education, rural and urban education, at-risk youth, applied academics, and policy making) and information on current research, resources, conferences, and meetings. (SR)
Ordering Info: TLX-625, no charge
Address: NWREL, 101 S.W. Main Street, Suite 500 Portland, OR 97204 (503) 275-9500, fax:(503) 275-9489.

Title: *Occupational Outlook Quarterly*
Editors: Fountain, M.
Publishers: Chicago, Illinois: Bureau of Labor Statistics
Description: Articles concerning occupational and career information, including topics such as current labor statistics, trends in occupations, job searching, and resources, are provided in this quarterly publication. (SR)
Ordering Info: TLX-655, $8.00 individual, $2.75 single copy
Address: New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954

Title: *Report on Literacy Programs*
Editors: Dave Speights
Publishers: Silver Spring, Maryland: Business Publishers, Inc.
Description: Report on Literacy Programs is a biweekly newsletter on adult basic education and literacy programs, with special emphasis on federally-funded programs. Each issue contains articles about legislative updates, Federal programs, policies, resources, and funding information. (SR)
Ordering Info: TLX-640, $260/year
Address: Business Publishers, Inc., 951 Pershing Drive, Silver Spring, MD 20910-4464 (301) 587-6300, fax:(301) 587-1081.

Title: *School-To-Work Reporter*
Author: American Vocational Association
Publishers: Alexandria, Virginia: American Vocational Association
Description: For educators and administrators in tech-prep, coop education, apprenticeship , work-based learning, and business-education partnerships, this monthly publication offers important information on the transition from school-to-work. It highlights and explains recent

	developments in legislative efforts, especially those surrounding the School-to-Work Opportunities Act. Regular columns that feature current grants, calendar of events, and resources for school-to-work efforts are also highlighted. (SR)
Ordering Info:	TLX-765, $158/year for AVA members, $175/year for non-members
Address:	AVA, 1410 King Street, Alexandria VA 22314 (800) 826-9972, fax:(703) 683-7424

Title:	***Tech Prep***
Author:	Delaware Consortium on Technical Preparation Programs
Editors:	James R. Campbell
Publishers:	Dover, Delaware: Delaware Consortium on Technical Preparation Programs
Description:	Articles on Delaware's tech-prep programs, state and Federal legislation affecting tech-prep programming, and the latest resources are included in this quarterly newsletter. (SR)
Ordering Info:	TLX-626, no charge
Address:	Delaware Consortium on Technical Preparation Programs, 371-A West North Street Dover, DE 19901 (302) 739-6163, fax:(302) 739-6171

Title:	***Techniques***
Publishers:	Alexandria, Virginia: American Vocational Association
Description:	Techniques, formerly known as Vocational Education Journal, is published by the American Vocational Association (AVA) eight times a year from September to May. It provides coverage of school-to-work and other career preparation programs that equip American students for success in the world of work. Each issue brings information on subjects such as integration of academic and vocational-technical instruction, development of career-clusters in high schools, teaching methodologies, career counseling, teacher training, tech-prep, youth apprenticeship and other work-based learning programs, and forming education-business partnerships to improve transition from school to work. Each issue also contains feature articles; news briefs; state news; calendar of events and conferences; what's new section on books, CDs, and videos; and marketplace page on career opportunities. (SR)
Ordering Info:	TLX-331, $34/year
Address:	AVA Journal Dept. 96-REG, 1410 King St., Alexandria, VA 22314 (800) 826-9972 (ext. 318)

Title:	***The Advantage***
Publishers:	Washington, DC: The National Association of Workforce Development Professionals
Description:	This monthly newsletter provides the latest legislative news and discusses policy and professional issues on workforce development. It also carries a listing of publications, conferences, job openings, and resources. Network news is a column seen in every issue where problems, concerns, and information is shared by readers. (SR)
Ordering Info:	TLX-100, $40/year
Address:	NAWDP, 1620 Eye Street, N.W. #LL30, Washington, DC 20006

Title:	***The Career Development Quarterly***
Author:	American Counseling Association (ACA)
Publishers:	Alexandria, Virginia: American Counseling Association
Description:	This practitioner-oriented journal, formerly known as The Vocational Guidance Quarterly, is read by more than 6,000 professionals in career counseling and career education in a wide range of settings. This quarterly journal contains articles on timely topics, periodic reviews of assessment instruments, and resources. (SR)
Ordering Info:	TLX-653, $35.00
Address:	American Counseling Association Order Services, 5999 Stevenson Avenue, Alexandria, VA

22304 (703) 823-9800 (in VA); (800) 545-AACD.

Title: ***The New Standard***
Editors: Plattner, A.
Publishers: Washington, DC: New Standards
Description: New Standards is a joint project of the National Center on Education and the Economy and the Learning Research and Development Center at the University of Pittsburgh working to develop a set of high national education standards and an assessment system to measure student progress toward those standards. This bimonthly journal provides reports on the partnership's activities and other information in the area of performance standards. The journal is also published irregularly at the National Center on Education and the Economy web site (http://www.ncee.org/files/nsAlt.html). (CG)
Address: New Standards, 700 Eleventh Street, NW, Suite 750, Washington, DC 20001, (202) 783-3668

Title: ***TQM Newsletter***
Author: Leigh, D.
Publishers: Temple, Texas: Temple Junior College
Description: This newsletter by David Leigh, project director of TQM/Tech-Prep, provides information about the project, resources, classroom ideas, and comments by the author. (SR)
Address: Temple Junior College, 2600 S. First St., Temple, TX 76504

Title: ***Transition Focus: Graduate Students' Perspective***
Author: Scwartz, S. E., Repetto, J. B., Weiss. K. E., Wikfors, E. L.
Publishers: Gainesville, Florida: University of Florida
Description: This journal published annually by Project LITE (Leaders in Transition Education), contains original inquiries, discourses, and discussions on transition for students with disabilities. It explores and stimulates contemporary issues, possibilities, and solutions in special education. (RR)
Address: Clearinghouse/Information Center, Bureau of Student Services and Exceptional Education, Division of Public Schools, Florida Department of Education, Florida Education Center, Suite 622, Tallahassee, Fl 32399-0400, (904) 488-1879

Title: ***Workforce Development Strategies***
Editors: Leyerle, B. S.
Publishers: Arlington Heights, Illinois: Knowledgework Solutions, Inc.
Description: The focus of this monthly newsletter is on serving the education, business, and government sectors concerned with the training and education of America's workforce. Articles provide information on technology trends, human resource development systems, innovative state policies, resources, training trends by specific industries, successful programs and practices, latest research, legislation updates, and upcoming conferences. Past issues have covered topics such as skills and the new economy, youth apprenticeship, tech-prep, integrating academic and vocational education, workplace literacy, and research priorities for vocational education. (SR)
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Annotated Bibliography

Bailey, T. R. (ed.) (1995). *Learning to Work: Employer Involvement in School-to-Work Transition Programs.* (Brookings Dialogues on Public Policy). Washington, D. C.: The Brookings Institution.

Papers presented at the Employer Participation in School-to-Work Transition Programs conference, May 1994. Work-based education is the key to the future. Active participation of employers is necessary for success. (TLX-676)

Bernhardt, V. L. (1994). *The School Portfolio: A Comprehensive Framework for School Improvement.* Princeton, N. J.: Eye on Education.

A resource for school administrators and teachers. A portfolio provides a tool for measuring improvements in the structure and functioning of the school. Examples from other schools' efforts are included. (TLX-687)

Boyett, J. H. & Conn, H. P. (1991). *Workplace 2000: The Revolution Reshaping American Business.* New York: Plume.

The "new" U. S. workplace is destined to be very different from the one we know today. Presents a vision for the future. Recommends changes in American business starting today. (TLX-749)

Canady, R. L. & Rettig, M. D. (1995). *Block Scheduling: A Catalyst for Change in High Schools.* (The Library of Innovations). Princeton, N. J.: Eye on Education.

Several approaches to block scheduling are presented. Effects on the students and teachers are discussed. Methods for planning and implementing block scheduling are provided. (TLX-685)

Canady, R. L. & Rettig, M. D. (eds.) (1996). *Teaching in the Block: Strategies for Engaging Active Learners.* Princeton, N. J.: Eye on Education.

Describes block scheduling and its potential to improve teaching and learning. Numerous authors offer teaching strategies they have used to achieve success in block time teaching. Staff development opportunities are critical to the success of block scheduling. (TLX-678)

Chubb, J. E. & Moe, T. M. (1990). *Politics Markets & America's Schools.* Washington, D. C.: The Brookings Institution.

Documents some of the problems throughout the 1980s with America's public school system. Solutions suggested include a public education system built around parent-student choice and school competition. (TLX-694)

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Coulter, R. P. & Goodson, I. F. (eds.) (1992). *Rethinking Vocationalism: Whose Work/Life Is It?* (Our Schools/Our Selves Monograph Series; No. 14). Toronto, Ontario: Our Schools/Our Selves Education Foundation.

Papers presented at the Transition from School to Work Conference held at the University of Western Ontario in February, 1992. Past, present debate, and discussion of the future role of schools in preparing students for work. (TLX-753)

Education Commission of the States (1996, March). *Standards & Education: A Roadmap for State Policymakers*. Denver, Colorado: Education Commission of the States.

Helps policymakers enact changes necessary to improve classroom instruction and student performance. Standards, with the appropriate assessments and support, are the key to improvements. (TLX-700)

Ellis, A. K. & Fouts, J. T. (1993). *Research on Educational Innovations*. (The Library of Innovations). Princeton, N. J.: Eye on Education.

Some educational innovations have been fads that "caught on" without benefit of research to demonstrate their effectiveness. This book review innovations and details research on various educational movements of the past decades. (TLX-690)

Ellis, A. K. & Fouts, J. T. (1994). *Research on School Restructuring. (The Library of Innovations)*. Princeton, N. J.: Eye on Education.

Changes are needed in the structuring of the educational system. This book offers a menu of restructuring movements, describing but not recommending any particular solutions. (TLX-683)

Goldberger, S. & Kazis, R. (1995). *Revitalizing High Schools: What the School-to-Career Movement Can Contribute*. Boston, Massachusetts: Jobs for the Future.

Makes an attempt to blend educational and labor market goals in a school-to-career model. Various designs and models for revitalized high schools are discussed. (TLX-705)

Halperin, S. (1994). *School-to-Work: A Larger Vision*. Washington, D. C.: American Youth Policy Forum.

This paper was presented at the Statewide School-to-Work Conference. It defines what school-to-work is and is not and discusses implementation of the School-to-Work Opportunities Act. (TLX-698)

Hecht, C. S. (ed.) (1995). *Free and Inexpensive Career Materials: A Resource Directory*. Garrett Park, Maryland: Garrett Park Press.

Career counselors, librarians, or those planning careers will find this guide to free and inexpensive materials helpful. Approximately 800 organizations are included and materials include a range of helpful items, brochures, reading lists, financial aid, information on schools, and other literature. (TLX-628)

Jobs for the Future. (1995). *School-to-Work and Community Economic Development: Identifying Common Ground, An Agenda for Action.*. Boston, Massachusetts: Jobs for the Future.

Representatives of the school-to-work and economic development movements met to identify collaborative strategies for future work. Areas of discussion, analysis and strategies outlined, and future actions are outlined. (TLX-696)

Jobs for the Future, Academy for Educational Development. (1995). *School-to-Work and Youth Development: Identifying Common Ground, An Agenda for Action,* Boston, Massachusetts: Jobs for the Future.

Document attempts to promote closer collaboration between school-to-work and youth development advocates. Report summarizes the discussions held during this two-day meeting. (TLX-707)

Johnson, B. (1996). *The Performance Assessment Handbook, Volume I Portfolios and Socratic Seminars: Designs from the Field and Guidelines for the Territory Ahead.* Princeton, N. J.: Eye on Education.

Performance assessment cannot be learned or implemented in a day. A process is required, including professional development followed by implementation in the classroom. Expect mistakes and possibly friction. The outcome should be to "reculture" the classroom. (TLX-680)

Johnson, B. (1996). *The Performance Assessment Handbook, Volume 2 Performances and Exhibitions: Designs from the Field and Guidelines for the Territory Ahead.* Princeton, N. J.: Eye on Education.

Actual examples of student handouts, evaluation sheets, and other materials used in the classroom are included and analyzed. Good teaching and meaningful student assessment are interrelated. This book aids teachers who are committed to moving ahead to change the traditional classroom. (TLX-681)

Jones, L. K. (1996). *Job Skills for the 21st Century: A Guide for Students.* Phoenix, Arizona: Oryx Press.

Directed to youth who will soon be in the job market and to concerned adults helping youth achieve marketable job skills. Achieving basic and special skills is the key to future employability. (TLX-752)

Kopp, H., Kazis, R. & Churchill, A. (1995). *Promising Practices: A Study of Ten School-to-Career Programs: Executive Summary.* Boston, Massachusetts: Jobs for the Future.

Provides a summary of a study to gather information on ten of the pioneering school-to-work programs. Focuses on the results of these programs over time on the various constituencies involved: students, employers, schools. The full report of the study is available from the publisher. (TLX-704)

Leary, M. (1996). *Turning Students Into Employees: The School-to-Work Payoff.* Waco, Texas: Center for Occupational Research and Development, Inc. (CORD).

Traditionally schools have prepared students for college, however, only 20% of jobs of tomorrow will require college degrees. Examples of business/education partnerships developed by the National Tech Prep Network are given. (TLX-675)

Manning, R. C. (1994). *Schools for All Learners: Beyond the Bell Curve.* (The Leadership & Management Series). Princeton, N. J.: Eye on Education.

For more than a decade experts have agreed that public education needs retooling. However, of the numerous reports published, few identified the real problems. This book offers a more accurate picture of the new mission public education should fulfill. (TLX-689)

Marshall, R. & Tucker, M. (1992). *Thinking for a Living: Education and the Wealth of Nations.* New York: Basic Books.

The United States lags behind many countries in realizing that the future belongs to societies that organize themselves for learning. Productivity is stagnant in the U.S. Proposals for policies and practices which will rebuild a world-class system are enumerated. (TLX-748)

Martin, D., Olthius, D., Robertson, D. & Turk, J. (1992). Beckerman, A., Davis, J. & Jackson, N. (eds.). *Training For What?: Labour Perspectives on Job Training.* (Our Schools/Our Selves Monograph Series; No. 11). Toronto, Ontario: Our Schools/Our Selves Education Foundation.

Questions whether Canada's training effort is really the key to a better economy. Labour supports training, but not as a substitute for sound economic policy which will create worker security and well-paid jobs in the future. (TLX-750)

McCall, J. (1994). *The Principal's Edge.* (The Leadership & Management Series). Princeton, N. J.: Eye on Education.

Nine of the twenty-one domains of knowledge and skills of the National Policy Board for Educational Administration are covered in separate chapters. Improving leadership skills and transforming schools into "learning organizations" are the objectives of this publication. (TLX-684)

McCormick, B. L. (ed.) (1993). *Quality & Education: Critical Linkages.* (The Leadership & Management Series). Princeton, N. J.: Eye on Education.

An in depth look at Total Quality Management as one of the many tools that exist to help in the restructuring of American education. (TLX-686)

Packer, A. H., Pines, M. W., Stluka, M. F. & Surowiec, C. (1996). *School-to-Work.* Princeton, N. J.: Eye on Education.

Suggests changes in the U.S. educational system to better prepare all students for work. Successful examples of such changes are cited. Four statewide plans which grew out of implementation grants offered to the states are described. (TLX-260)

Pawlas, G. E. (1995). *The Administrator's Guide to School-Community Relations.* (The Leadership & Management Series). Princeton, N. J.: Eye on Education.

Positive relating with the school community is key to success for the school administrator. This book offers leadership help to the school principal developing a school-community relations plan. (TLX-679)

Provenzo, E. F. (1996). *The Educator's Brief Guide to Computers in the Schools.* Princeton, N. J.: Eye on Education.

Computers are now basic tools in education. This publication reviews for teachers and administrators the computer basics and applications. Tips for developing a technology plan for a school are given. A section covers adaptive technology and why it is important.(TLX-682)

Reich, R. B. (1992). *The Work of Nations: Preparing Ourselves for 21st Century Capitalism.* New York: Vintage Books.

Today's globalized economy may eliminate national economies as we have known them in the past. Describes this economic transformation and the changes it introduces. Skilled workers will be in demand and prosper. (TLX-695)

Schargel, F. P. (1994). *Transforming Education Through Total Quality Management: A Practitioner's Guide.* Princeton, N. J.: Eye on Education.

Tells the story of the transformation of George Westinghouse High School through the implementation of Total Quality Management. This inner city school in Brooklyn, New York, has won international acclaim and serves as a model for its achievements. (TLX-688)

Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization.* New York: Currency Doubleday.

Discusses the "Learning Organization." Offers theory and practice applicable to people within an organization committed to continuing to learn and thereby achieve personal and organizational aspirations. (TLX-701)

Smith, W. J. (1994). *The Educator's Guide to Implementing Outcomes.* (The Leadership & Management Series). Princeton, N. J.: Eye on Education.

History and definition of outcome-based education are given. Strategies for producing desired end results are discussed. (TLX-691)

Uchida, D., Cetron, M. & McKenzie, F. (1996). *Preparing Students for the 21st Century.* Arlington, Virginia: American Association of School Administrators.

Discusses the needs of today's students and schools. Knowledge and skills students will need in the job market of the future are outlined. Education of the 21st century will require all constituents to work together for success. (TLX-697)

Wexley, K. N. & Latham, G. P. (1991). *Developing and Training Human Resources in Organizations* (2nd ed.). New York: HarperCollins Publishers.

Guide to the theory and practice in the training and development field. Significantly expanded sections in the second edition reflect the increased emphasis on labor force training and development. (TLX-751)

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We suggest taking some time to become familiar with the command keys for lynx at the bottom of the lynx screen. Once you begin web browsing, you may come across "forms" pages. Simply follow the directions and type the requested information. It's that easy.

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- Make suggestions for the improvement of TECHlinx products and services.

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